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ABSTRACT

Prepared as part of the College of the Mainland's (CM's) reaffirmation of its accreditation, this report: (1) identifies the principles of strategic planning relevant to the community college; (2) illustrates the implementation of strategic planning in a community college; (3) identifies the conditions conducive to the employment of strategic planning in a community college environment; and (4) suggests an organizational framework to facilitate strategic planning. Chapter I begins with an analysis of the higher education environment, then outlines the purposes of CM, and delineates the planning issues to be confronted. Chapter II provides a review of the literature on strategic planning in the community college. The conceptual framework of strategic planning is outlined in Chapter III in terms of the needs to be addressed, the nature of planning, strategic planning concepts, and the five stages of the process (i.e., formative, generative, analytical, operative, and consultation). Chapter IV describes various academic and societal factors that pertain to the operation of the community college, including public confidence, technological changes, demographic patterns, workforce distribution, and community self-direction. This chapter also provides an assessment of the environmental impact on the community college. Finally, Chapter V outlines the objectives of CM's Projections Committee in developing a strategic plan. (HB)

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STRATEGIC PLANNING
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THE LONG RANGE FUTURE OF COMMUNITY COLLEGES

A REPORT

BY

THE PROJECTIONS COMMITTEE
ON
ACCREDITATION REAFFIRMATION
AT
COLLEGE OF THE MAINLAND

PART I

JERRY L. VAUGHAN
COMMITTEE CHAIRMAN

APRIL 1, 1981

JC 820 151

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PREFACE

This is a Master's Degree Project report that reflects the application of research, course work, and observations acquired at UHCLC during the Fall Semester of 1981. This report is Part I of a two part report that is being prepared for accreditation purposes at College of the Mainland. The course work supporting the development of this report consisted of (1) MGMT 5931 -- Strategic Planning, and (2) SOCI 5931 -- Future Research and Forecasting: I.

This report begins with a description of the social and political factors that will influence the choices made by community college management in the next 5 - 10 years. The basic premise of the report is that the community college can effectively manage its academic and social responsibilities in an increasingly turbulent environment by employing a strategic planning process. Such a process and its applications are described.

Examples of events and trends in the academic and social environment of College of the Mainland are provided. These events and trends are the basis for further research and the identification of possible Strategic Planning priorities in Part II of the accreditation report. This report includes the discussion of an organizational structure for the implementation of Strategic Planning at College of the Mainland.

STRATEGIC PLANNING
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THE LONG RANGE FUTURE OF COMMUNITY COLLEGES

I. GENERAL INTRODUCTION

OBJECTIVES OF THIS STUDY

This study is being undertaken at College of the Mainland as a part of its reaffirmation of accreditation with the Southern Association of Colleges and Universities. It has the following objectives:

1. To identify the principles of Strategic Planning that are relevant to a community college environment.
2. To illustrate how Strategic Planning can be implemented in a community college.
3. To identify conditions conducive to the employment of Strategic Planning in a community college environment
4. To suggest an organizational configuration that will facilitate the implementation of Strategic Planning in the community college.

THE ENVIRONMENT

In 1980, The Carnegie Council On Policy Studies In Higher Education asserted (1980, p. 135) that, at present, the United States has the most adequate all-around system of higher education in the world. The United States system of education affords access to more parts of society and offers more range of choice. In doing so, it develops talent more readily (and adequately?) than any other nation.

In acknowledging that the U.S. system of higher education has the capacity (and responsibility) to improve the quality of its performance, The Carnegie Council on Policy Studies In Higher Education (1980, p. 2 and p. 136) has published the following forecasts that bear a potential impact upon the community college:

* The combination of tax limitation movements plus other higher priority competing claims on public expenditures will reduce the resources available to higher education.

* Inflation will raise the cost of providing higher education more than other costs rise because, there is, historically, no gain in productivity to help offset higher costs.

* Enrollments in the historic college age cohort (18-21) can be expected to fall (except possibly in the Sun Belt region where a net population increase is expected).

* Colleges and Universitites are expected to increase competition for students in all cohort groups.

* Both the number and quality of persons willing to serve as educational administrators may decline as the positions become more difficult and subject to more harassment.

* Student influence may increasingly guide institutional development toward lower standards of academic conduct and quality.

* Campus governance is already turning from a tone of cooperation and mutual tolerance to one of competition and mistrust.

* The future of institutions may rest only marginally in their own hands.

* Higher education may prove to be politically influential enough to hold on to its share (2.1%) of the GNP (but not without effort).

* Students will want a good education and may be expected to choose the best academic institutions and the best programs. If so, these areas of higher education may prosper.

* By placing the long term welfare of their institutions above private interests, faculties and staffs can use the next 10-20 years for reshaping their organization and philosophies to the needs and challenges of the 21st Century.

* New technology is likely to be a factor in displacing (but not completely replacing) more traditional forms of instruction.

* External authority, both public (and private) will intervene ever further into the internal life of institutions, increasingly determining what shall and shall not be done on both quantitative and qualitative senses.

PURPOSE OF THE INSTITUTION

In 1967, the Board of Trustees at College of the Mainland published a statement of purpose for the College. This statement of purpose was reviewed and republished (essentially unchanged) in 1981 as part of a revised college prospectus. That statement of purpose is quoted as follows --

> The trustees desire that the college shall become a unifying center of interest and activity in the district. To this end, special emphasis shall be given to such activities as concert programs, speakers, community art, drama, and music activities; and the college plant and services shall be optimally available to the citizens of the district for a wide range of educational and cultural purposes.

College of the Mainland shall be developed as a comprehensive college with four broad missions of the institution:

A. To provide a variety of college level post-secondary programs to prepare students for transfer to upper level institutions.

B. To provide a variety of two-year occupational programs designed to prepare students for employment in their selected fields immediately upon graduation.

C. To provide a variety of one-year occupational programs designed to prepare students in selected fields for employment immediately upon graduation.

D. To provide a variety of continuing educational opportunities designed for those who wish to pursue areas of personal interest and to upgrade skills in selected occupations.

The above missions shall have equal status in the College and, within the limits of available resources, shall receive emphasis and support in proportion to community need and demand for them.

In the execution of the missions of the college, experimentation and innovation shall be carried out on a deliberate, planned basis in all divisions of the institution.

THE PLANNING ISSUES

With respect to any institution, the Carnegie Council on Policy Studies In Higher Education emphasises that there is much to be done and much that can be accomplished. To maximize achievements, some hard choices must be made. The Carnegie Council on Policy Studies in Higher Education asserts (1980), that efforts should be addressed to the following factors:

1. Quality:
The quality of the academic product (nationally speaking) has deteriorated significantly since the 1960's. What can and will be done depends on the individual college. A desirable goal is considered to be a return to the academic quality level of 1960 in the achievement capacity of graduates. Qualitative growth may have to replace quantitative growth, using the thought and energy that have previously gone into the latter.

2. Balance:
Five mainstreams of intellectual activity constitute the central agenda of higher education - teaching and scholarly work in the sciences, the social sciences, the humanities, the creative and performing arts, and the professions. In the case of the community college, continuing education activities are added to the mix of activities that have constituted that recent tradition. While no single definition of "balance" can be set for the community college

endeavor, it must be then recognized that it is incumbent upon each institution to define its own chosen "balance" and not yield to unplanned results. Balance involves both the composition of the faculty and the totality of courses offered; and the balance of curriculum in which students actually spend their time. The Carnegie Council sees a great need for rethinking the undergraduate curriculum.

3. Integrity:
The educational institution should set the standards for other elements of society to emulate. The morality and potential political consequences of grade inflation, reduced academic requirements, and low-quality off-campus programs is cited by the Carnegie Council on Policy Studies In Higher Education as being fundamental to the deterioration of integrity on campuses. If public confidence and public respect for the integrity of the institution are important then choices made have to be made to insure the integrity of the institution.

4. Adaptations:
Given the community character of each college, each institution must decide upon and make its commitment to:

*Admission standards
*Recruiting levels and practices
*Retention practices
*Programs
*Schedules

5. Dynamism:
The avoidance of insuring the status quo through myopic views and short term vision is paramount, perhaps even at the expense of consensus.

6. Financial Resources:
The financial resources of many institutions will be under pressure as seldom before and concern must be exhibited for effective use of these resources.

7. Financing:
There is a high probability that federal programs will provide fewer resources in the next five years. There is also a liklihood of a conservative posture by State legislatures regarding funding allocations to the community college sector. Institutions must calculate and act upon their responses to the wave of conservatism that is present in the country. Above all, calculation and responses must reflect the exercise of academic responsibility.

II. REVIEW OF LITERATURE ON STRATEGIC PLANNING

It is reasoned by this writer that a planned activity can be expected to produce an effective and efficient result. It is suggested by this writer that institutional planning involves strategic, operational and logistic considerations. Each planning consideration serves a different purpose with respect to overall institutional performance. The following discussions are offered to provide insight into the strategic planning consideration.

The DIALOG Search

A search of the DIALOG Information Retrieval Service revealed a total of 63 published articles and papers addressing the topic of Strategic Planning. Of the 63 references, eleven (11) addressed the topic of Strategic Planning in the community college. Of the eleven papers, six (6) were published as texts or conference papers since 1979. The remaining five citations (the earliest publication being 1973) were published as conference papers. The frequency and recency of these publications suggests a low level of awareness of the potential of Strategic Planning for addressing the social, economic, demographic, and politically volatile environments faced by the community college.

What the Experts Say

Robert Shirley of Central University in Iowa and J. Kent Caruthers of the National Center for Higher Education Management Systems made a presentation at the Annual Meeting of the American Association of State Colleges and Universities (1979). In their presentation they summarized the results of the NCHEMS survey of the presidents of all American institutions. The results of the survey indicate that college

and university presidents are seeking to communicate more effectively with (1) members of the general public, (2) the state legislature, (3) potential students, and (4) state budget officials. Other high priority was given to new approaches for enhancing faculty vitality and renewal, resource allocation and reallocation, program planning and budgeting. Shirley and Caruthers stated that the strategic planning framework seemed consistent with the president's priorities by explicitly recognizing that planning is an interactive and comprehensive process. They acknowledged that current planning efforts are little more than actions designed to increase future enrollments or address critical issues without reference to a larger, more inclusive plan for institutional development. According to Shirley and Caruthers, strategic planning attempts to remedy this deficiency by developing a comprehensive approach to the formulation of long-range plans. They say that it focuses on major strategic decisions -- those first order decisions that must be made before lower-order decisions can be made to implement desired strategies. According to Shirley and Caruthers the strategic decision areas are:

1. Basic philosophy and values
2. Goals and objectives
3. Program or service mix
4. Clientele to be served
5. Geographical boundaries of the institutions activities
6. Comparative advantage sought over other organizations engaged in similar activities.

Shirley and Caruthers state that these strategic decision areas define the relationship of the institution to its environment. They state

that strategic decisions should be contrasted with administrative and operational decisions which follow from strategic decisions. It is their belief that the purpose of strategic decision making is to align the institution with its environment.

William R. Kennedy of Cuyahoga Community College states (1981) that there is an increasing need to evaluate community college programs on the basis of long term strategic information. This strategic information would identify the market forces of the community. These market forces include future economic health and funding expectations. Kennedy has elaborated upon his recommendation for Strategic Planning by stating that traditional program evaluation techniques are of little real value to time-pressed administrators. He suggests that "tactical" program evaluation techniques that monitor enrollment, student/faculty ratios, and costs per student hour serve only the needs of external funding agencies. Kennedy proposes that all tactical considerations be left to middle-managers and faculty, while strategic considerations become the interest of the executive administration and advisory groups at the community college. Such a differation would foster the evaluation of programs in light of real community needs. Kennedy emphasizes that forecast data is needed to allow the community college administrator to prepare short-term operational budgets and long-term strategic budgets. Kennedy feels that the incorporation of Strategic Planning into the community college will give administrators a long-term orientation. Such an orientation will allow administrators to plan ahead for potential problems, rather than

simply react after the fact. By using forecasts Kennedy feels that decision-makers can allocate college resources more adequately to meet changing educational needs.

Joseph Rossmeir, Director of Planning, Research and Management Services at Northern Virginia Community College, identified (1980) threatening issues such as declining enrollments, rising costs, increasing public scruntiny, diminishing financial and energy resources, and emerging environmental impact considerations as reasons to justify a Strategic Planning process. Through such a process emphasis can be placed on the resources necessary to provide the educational and cultural programs to which the community college is committed. Rossmeier emphasizes that Strategic Planning (1) must be comprehensive, (2) must include a pre-planning phase, (3) must acknowledge a needs assessment, (4) must identify achievable goals, (5) must have a key planning officer, (6) must involve administrative commitment, (7) must involve staff on all levels, (8) must identify a planning cycle, (9) must forecast and coordinate information, (10) must enable the setting of priorities, (11) must coordinate with state planning, and (12) must assist in routinely updating an educational master plan. Rossmeier further suggests that Strategic Planning will help to bridge the information gap between data processing and the decision-making process.

Dr. Elaine Tatham, Director of Institutional Research at Johnson County Community College in Kansas made a presentation to the Annual Forum of the Association for Institutional Research (1978). In this presentation Dr. Tatham cited the value of Strategic Planning in

(1) monitoring the effectiveness of change, (2) identifying where changes could be made in curriculum or services, and (3) pinpointing potential problems that may result from not making changes. Tatham suggests that the monitoring of population trends can assist in determining educational needs and in developing promotional, delivery and evaluation techniques.

Dr. John A. Scigliano, the Director of the Center for Higher Education at Kent State University and former director of the Nova Community College Program, comments (1980) that the adoption of the "business-like" approach of Strategic Planning demands a new way of looking at a college's mission and "customers." He cites the value of Strategic Planning in terms of marketing concepts that suggest the consideration of the program (or course) as the product or service and "customer" or student satisfaction as the measure of successful marketing. Scigliano states that through the use of Strategic Planning the effects of good marketing can be observed. He cites one measure of good marketing as the recognition of environmental threats to the college. Environmental threats are described by Scigliano as consumerism, apathy in the community, revolting taxpayers, reductions in funding, and rising competition. With the aid of Strategic Planning, Scigliano feels that a more flexible and resilient organization can emerge. In Scigliano's opinion such an organization will be better able to meet the challenge of the turbulent decades ahead.

Scigliano acknowledges that Strategic Planning has been slow to develop in community colleges. He comments that much needs to be done to bring community college practices in line with those organizations in the private and public sectors that have benefited from the Strategic

Planning process. He describes the WOTS-UP technique (Weaknesses, Opportunities, Threats and Strengths-Underlying Planning) as a process that can be used to scan the community college environment in order to develop issues and problems for the content of planning.

Strategic Planning has been used extensively and effectively in business and military applications. It is therefore of some interest to note the public entities that have successfully employed the Strategic Planning process.

Rossmeier, in a presentation before the Annual Convention of the American Association of Community and Junior Colleges (1979), described the success of Northern Virginia Community College in using Strategic Planning. By systematic evaluation of environmental issues, Northern Virginia Community College has managed planning revisions that acknowledge the institution's missions, goals and objectives. These planning revisions have incorporated flexible priorities and alternatives that in turn direct the determination of resource allocations. The Strategic Planning process at Northern Virginia Community College has incorporated faculty involvement successfully. NVCC has developed and maintained a current Master Plan by using the Strategic Planning process.

The National Bureau of Standards maintains structured and analytical Strategic Planning process (Moskow, 1978). The NBS Strategic Planning process is focused on development of agency goals and program priorities. The NBS process provides an opportunity for developing and expanding constituency support and for achieving coordination both within the agency and with external institutional participants. Responsibility for long-range planning is centered in an Executive Board with a

Program Office coordinating all planning activities. Long-Range planning is initiated with the preparation of a forecast of trends by the Program Office. The purpose of this forecast is to appraise operating units of anticipated conditions in the external environment over a six-year period. Judgements concerning future goals, program priorities and the most appropriate organizational strategies are made by the Executive Board.

The National Park Service (Moskow, 1978) maintains a Strategic Planning process that is focused on determining the future use and management of geographic areas that have been set aside as units of the national park system. The NPS system has the objectives of identifying problems, defining park management goals, designing and assessing strategies for achieving goals, and providing an analytical basis for agency decision-making. The NPS planning efforts are directed towards preparation of a management statement which identifies the park's purpose. Public participation in the NPS planning process is required by law.

As can be seen from the foregoing assessments, it is perceived that strategic planning offers a relevant and powerful approach to common community college problems such as:

* Program Evaluations
* Long-term Strategic Information On the Future Economic Health of the Community
* Funding Expectations
* Alternative Funding
* Marketing Programs and Processes
* Issue Analyses and Management
* National and State Issues Crucial to the Performance of the Community College
* Forecasting
* Resource Allocations
* The Role of Institutional Research and Planning

It is further suggested by this writer that the application of Strategic Planning can be a factor in:

* Program Planning
* Staff Development
* Public Information Programs
* Policy Analysis
* Technology Assessment and Forecasting
* Feasibility Studies
* Capital Expenditure Analysis
* Community Relations
* Community Development

CONCEPTUAL FRAMEWORK OF STRATEGIC PLANNING

THE CENTRAL PLANNING ISSUE

Succinctly stated, the Central Planning Issue for the community college of the 1980's is the nature of planning itself. The nature of planning should not be confused with the organization of planning which is a secondary planning issue. As emphasized in this report, Strategic Planning is a group creative effort. It is recognized (King and Clelland, 1978) that the planning effort needs a focal point. However, Dr. Thomas Naylor (1980), Professor of Economics at Duke University, cautions that organization structure alone cannot resolve the question of control (or success) of the planning process. The focal point (person) in the strategic planning effort has four basic functions with regard to the planning process: (1) it is the initiator of the planning process, (2) it facilitates the planning process, (3) it reviews the planning process, and (4) it consults on the planning process. The actual planning, however, is done by the organization--and the President makes the strategic decisions (with the approval of the Board of Trustees). Given these four functions, strategic planning must serve the following needs.--

1. Policy analysis of operational plans emanating from the support and educational components of the college.
2. Generation of forecasts upon which the support and educational components of the college can formulate operational and marketing plans.
3. Coordination of standing committee and task force reports to facilitate policy analysis and implementation.
4. Coordination of program evaluation committees to insure the integration of program performance with the institutional mission and goals.
5. Coordination of program status reports for evaluation of resource allocations and program effectiveness.
6. Provision of research information regarding the operations of the college.
7. Analysis of community environments for program marketing.
8. Preparation and maintenance of a comprehensive document that constitutes the plan of the college.

THE NATURE OF PLANNING

Planning is traditionally thought of as a process of determining the resource allocations and acivities necessary to implement a predetermined goal or mission. Planning may either be centralized or decentralized and, if decentralized, the planning thrust reflects a "top down" statement of purpose and a "bottom up" declaration of methods. In essence, this is the "Money Solves Everything" approach.

AMPLIFICATION OF THE PLANNING CONCEPT

As conveyed by Markley (Strategic Planning Course at the University of Houston at Clear Lake City, 1981) there are essentially four domains of intelligence that can bear upon the adequacy of institutional planning.

ABILITY TO PREDICT AND CONTROL RELATED VARIABLES	TIME HORIZON OF PLANS: NEAR	TIME HORIZON OF PLANS: FAR
High	I	II
Low	III	IV

Type I Conventional Management Information Systems

Type I planning is used where the monitoring and managing of shortrange (monthly, quarterly, annually, etc.) affairs is of central importance. Type I planning is used under conditions of a routine nature with an implied "social engineering" methodology. Type I planning is historical, pragmatic, and authoritarian in its implementation. It has no orientation to the future.

Type II Long Range Planning

Type II planning employs a deterministic philosophy that begins with the conclusion of a desired condition or end result. Type II planning assumes that influence or control of the resource variables necessary to implement the Long Range Plan can be maintained. Master Plans are typically the end results of Type II planning. Type II planning assumes a high level of committment to the implementation of goals and objectives.

Type III Predictive Forecasting

Type III planning employs short-term (1 year) predictions (forecasts) and the use of societal scanning or monitoring techniques. Accurate estimations of key parameters are of central importance to planned results. Type III planning should be the basic planning process that accounts for the future conditions upon which Long Range Planning is developed.

Type IV Contingent Forecasting and Futures Research

Type IV planning is used under conditions of environmental volatility where the ability to control (or influence) key resource variables may be difficult. Another criterion for the employment of Type IV planning is the level of importance attached to the identification and assessment of critical environmental issues and alternative strategies.

The employment and timing of any or all of the four types of planning (and their subsequent implementation into operational activities) is the basis of the central planning issue. The central planning issue for the community college is whether to rely on deterministic long range planning concepts (Type I and Type II planning) or acknowledge an institutional system that is highly interactive with a volatile environment and employ Strategic Planning that integrates Type I, Type II, Type III, and Type IV planning.

STRATEGIC PLANNING CONCEPTS

The essence of strategic planning is contained in an approach through which the future possibilities for change are assessed and integrated into current decision-making (King and Cleland, 1978, p.3). As such, a system of plans (reflecting the operational variables of the

organization) is evolved into alternative policy statements (with impact analysis) for consideration by the president of the organization. Strategic Planning normally involves issues that are significantly affected by a variety of external environmental elements. These environmental elements have the capacity to change the character or direction of the organization. Strategic planning is that element of a manager's job and of the organization's function that deals with planning for change as contrasted to a simple reaction to change. Strategic Planning fosters an adaptive organization and facilitates program evaluations by:

1. Assisting in the preparation of tentative statements of program purposes.
2. Forecasting the future environment in which the program will operate.
3. Identifying the planning assumptions.
4. Identifying the program objectives.
5. Evaluating alternative possibilities.
6. Reviewing the system of operational plans.
7. Reviewing the implementation strategies.

FIVE STAGES OF STRATEGIC PLANNING

This writer has identified five (5) distinct stages that characterize the planning cycle of the strategic planning organization. Each stage provides the a priori foundation for the succeeding stage. The entire strategic planning process climaxes with a decision by the president (and approval by the Board of Trustees if necessary). The operational and logistical decisions are then typically decentralized to the management level responsible for implementation. The five stages of Strategic Planning are:

1. Formative
The formative, or conceptualization, stage is the facilitating mechanism for the entire planning process. It acknowledges that planning is a group creative effort. By taking a systems viewpoint, the relationships among the policy makers, strategic planner, strategic planning group, and operational planners are both delineated and integrated into a planning organization with an effective capability of engineering its relationship to the future. By systematically (1) selecting the appropriate "social indicators" (quantitative and qualitative measures of responsible organizational performance) and (2) designing the environmental monitoring system or strategy -- the planning organization prepares itself for adaptation to changing environmental conditions. This is the pre-planning stage.

2. Generative
The generative state is the stage that actualizes the Planning System Design. Two perspectives are generated in this phase --(1) present and possible future environmental (external) conditions and (2) past, present, and trend conditions in the internal environment. In essence, this stage generates the research based information that is ultimately synthesized for a future(s) creative presentation to be considered by the strategic planner and policy makers. In this stage the questions (1) where have we been? (2) where are we now? and (3) where are we likely to go based on this trend? are answered - as well as the question of what are we likely to encounter. The strategic decision is, of course, how does the organization wish to perform in the encountered environment.

3. Analytical
The analytical phase is the period during which the strategic planner (and staff) analyze the data outputs of the generative stage and develop an analysis of the policy conditions that will facilitate the dynamic and adaptive transformation of the organization from its present posture to a posture compatible with the environment to be encountered.

4. Operative
The operative phase is the "end product" step. This phase results in the report document that becomes the basis for (1) strategic recommendations and policy decisions, and (2) the "floor" or recognition of current status that becomes the historical reference for future strategic planning and decision-making.

5. Consultation
The consultation phase enables a critical evaluation of the process and results of the previous strategic planning cycle and facilitates the conceptual start of a new cycle of strategic planning.

The following figure 1 illustrates the relationships of the five stages of Strategic Planning. A planning organization should prepare a similar graphic to identify it's planning cycle and appropriate deadlines. Such a graphic can enhance organizational communications regarding the nature and status of planning. Figure 1 describes the process followed by the College of the Mainland Projections Committee on accreditation. It was created by this writer as a guide for the activities of the projections committee on accreditation at College of the Mainland.

THE COM SELF-STUDY PROJECTIONS COMMITTEE STRATEGIC PLAN

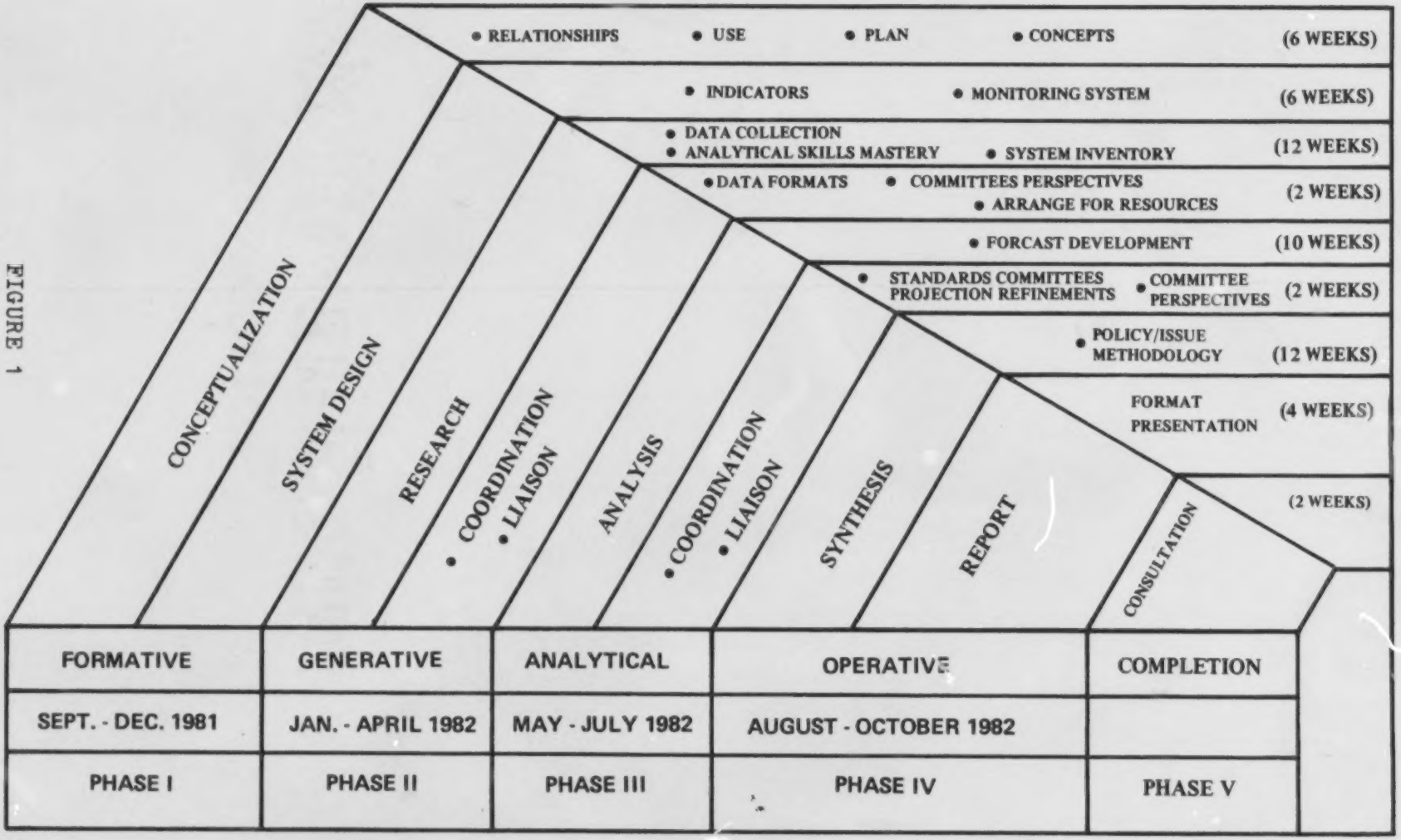


FIGURE 1

21

STRATEGIC PLANNING ORGANIZATION

Archibald (1970) suggests three management approaches that govern the activities of an organization:

1. Systems Analytic Approach
   A centralized view with the perspective that the organization is interactive with its environment. The objective of this approach is optimal system performance.

2. Incrementalism (Political) Approach
   A centralized view with the perspective that the organization reacts to its environment. The objective of this approach is satisfactory system performance.

3. Clinical (Psychological) Approach
   A centralized view with the perspective that the organization is a closed system of internalized perceptions, values and skills. The objective of this approach is system performance within the environment and with minimum stress.

The common factor in the three approaches is the acknowledgment of environmental conditions that influence organizational performance. It is argued by this writer that the issues of (1) choice, (2) timing, and (3) resource allocations influence an organization's relationship with its environment. When environmental relationships are particularly powerful, then the case for Strategic Planning is made.

Strategic Planning is an integration of the Systems Analytic approach and the Clinical Approach. Stress within the organization is relieved by facilitating the participation of the faculty and employees in the strategic, operational and logistical planning of the institution as reflected in Figure 1. The Institutional Planning and Research function is charged with the facilitation, preparation and maintenance of a document that reflects the plan of the college. This document should reflect the criteria of (1) plausibility, (2) specified time frames, (3) internal consistency, (4) clearly articulated assumptions,

and (5) justification. When discussing (or facilitating) such an institutional plan, concerns are usually expressed regarding the determination of substantive educational planning by Business and Financial offices on the one hand, and the potential for educational planning to exceed financial resources on the other hand. An Institutional Planning and Research function aids Presidential decision making on these sensitive issues thru research, systems analysis, and the identification of professional planning practices.

Systems that perform poorly consume excessive resources. Strategic Planning facilitates appropriate resource allocations based upon the needs of the organization as it serves the community.

The difference between strategic planning, operational planning or logistical planning and commitment is a forecast. It should be understood that the purpose of the forecast is to provide insight for planning. In the absence of a forecast, there may be commitment (type I and type II "planning"), but in an age of accountability commitment is hardly a justification for multi-million dollar expenditures. It should be understood that where the future is concerned, the analysis, preparation and critical evaluation of forecasts (including scenarios) requires specialized knowledge of forecasting techniques. An Institutional Planning and Research function serves the planning organization by developing forecasts and assisting the faculty and service groups in preparing forecasts and plans according to the criteria already discussed.

A person responsible for Institutional Planning and Research functions in a staff service capacity. Of particular significance is the program evaluation service that can be provided through an

Office of Planning and Research. At present programs at College of the Mainland are evaluated (if evaluated) through arrangements made by the line supervision of the program being evaluated. It is felt that external coordination of this important evaluation function can remove the bias inherent when the program administration is both evaluator and evaluation client.

It is expected that the Planning and Research function would coordinate its services with the needs of such diverse organizational components as Instruction, Public Relations, Financial services and all support groups.

In the past considerable criticism has been leveled against the College of the Mainland administration by committees and task forces. The nature of this criticism has focused on a perceived failure or refusal of the administration to take action upon recommendations submitted. It is perceived that coordination of committee and task force reports, through the provision of research information and subsequent comprehensive policy analysis related to recommendations, can place the administration in a favorable position to implement recommendations or make an intelligent reply to the committees regarding their recommendations.

The following figures 2, 3, 4, 5, 6, 7, 8, 9 and 10 reflect various planning processes that the Planning and Research function should be prepared to accomplish. Each flowchart represents tasks to be performed by a strategic planning organization. The division of labor (tasks) in the strategic planning process will be reflected in the way that the institution is organized to accomplish its planning needs. It is suggested (figure 2) that the organization of the

accreditation process be adapted to facilitate strategic planning in the community college. If this is done then the strategic planning insures the continuous maintenance of quality and currency (which are the purposes of accreditation).

STRATEGIC PLANNING ORGANIZATION

FLOW-CHART OF SELF-STUDY
COMMITTEE REPORT COORDINATION

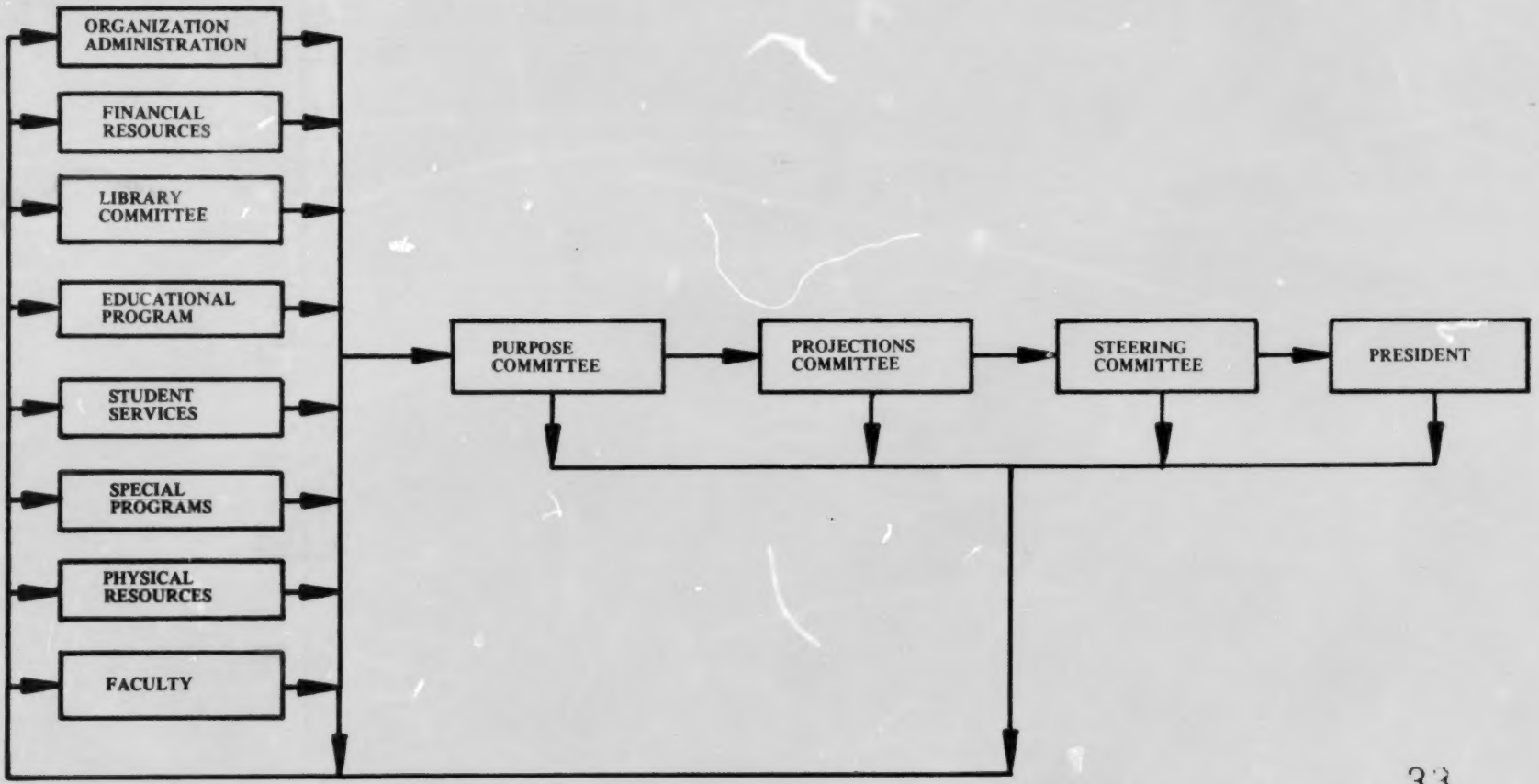


FIGURE 2

STRATEGIC PLANNING PROCESS FOR THE ORGANIZATION

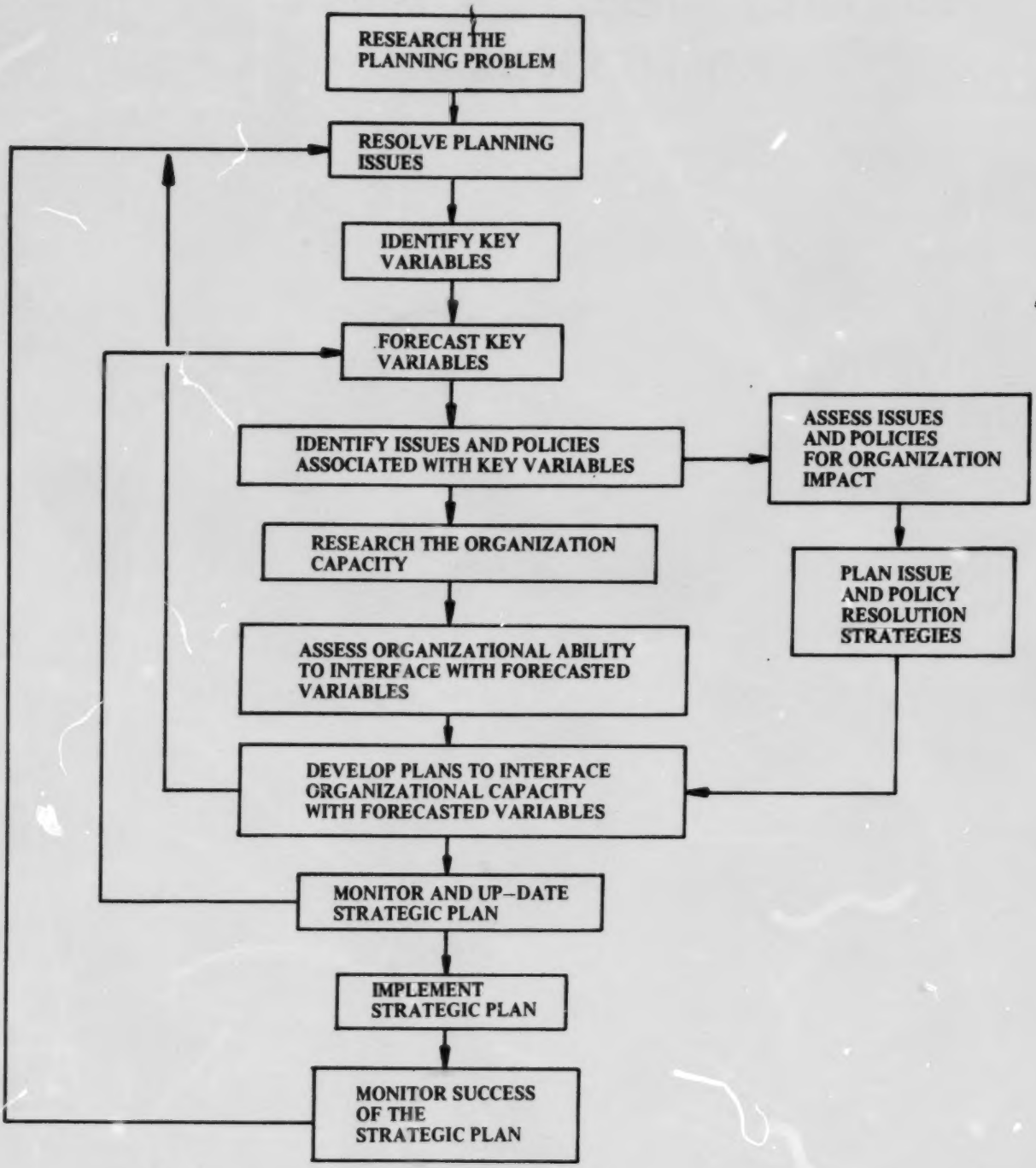

RESEARCH THE PLANNING PROBLEM
RESOLVE PLANNING ISSUES
IDENTIFY KEY VARIABLES
FORECAST KEY VARIABLES
IDENTIFY ISSUES AND POLICIES ASSOCIATED WITH KEY VARIABLES
ASSESS ISSUES AND POLICIES FOR ORGANIZATION IMPACT
RESEARCH THE ORGANIZATION CAPACITY
PLAN ISSUE AND POLICY RESOLUTION STRATEGIES
ASSESS ORGANIZATIONAL ABILITY TO INTERFACE WITH FORECASTED VARIABLES
DEVELOP PLANS TO INTERFACE ORGANIZATIONAL CAPACITY WITH FORECASTED VARIABLES
MONITOR AND UP--DATE STRATEGIC PLAN
IMPLEMENT STRATEGIC PLAN
MONITOR SUCCESS OF THE STRATEGIC PLAN

FIGURE 3

HUMAN RESOURCES DEVELOPMENT WITHIN THE STRATEGIC PLANNING MODEL

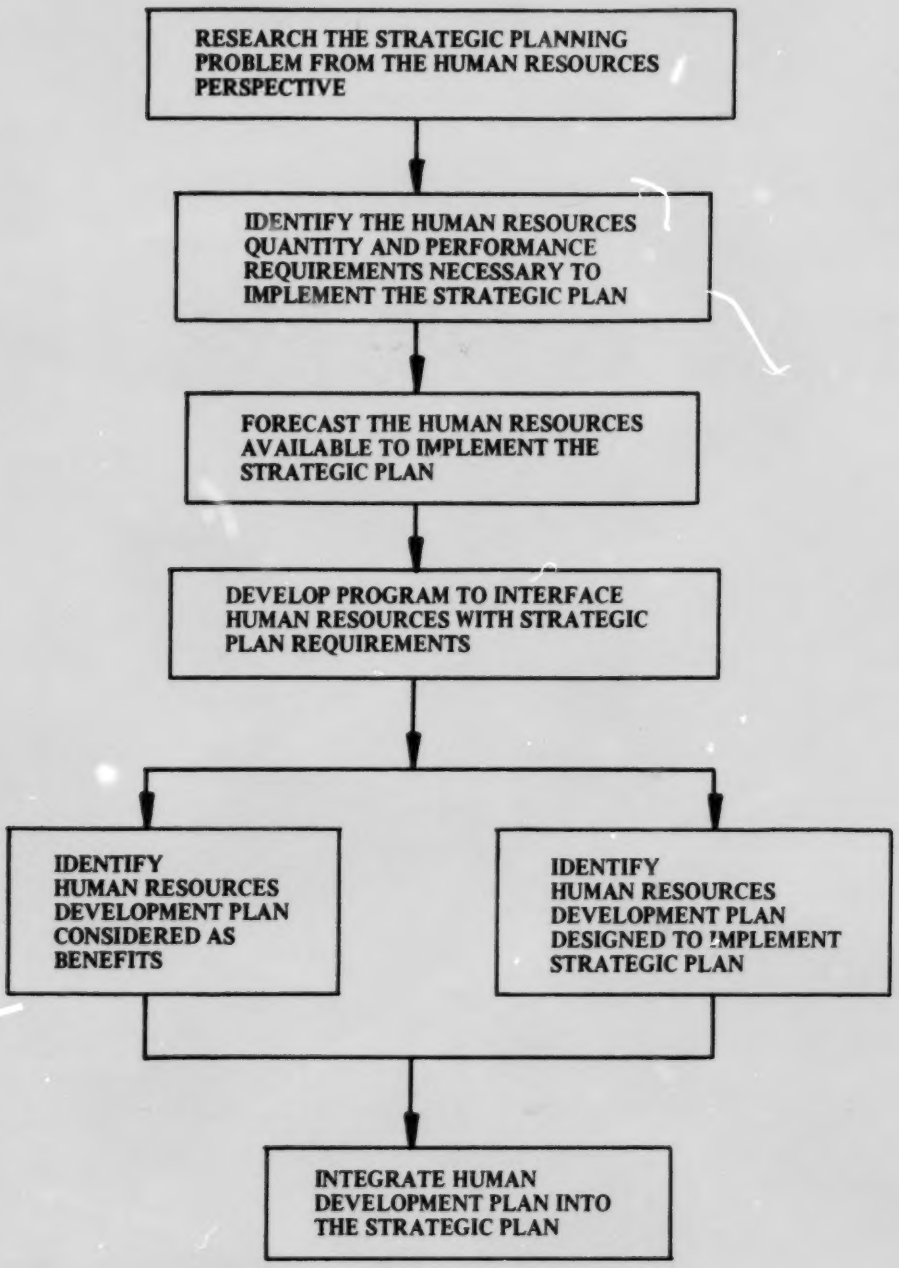

RESEARCH THE STRATEGIC PLANNING PROBLEM FROM THE HUMAN RESOURCES PERSPECTIVE
IDENTIFY THE HUMAN RESOURCES QUANTITY AND PERFORMANCE REQUIREMENTS NECESSARY TO IMPLEMENT THE STRATEGIC PLAN
FORECAST THE HUMAN RESOURCES AVAILABLE TO IMPLEMENT THE STRATEGIC PLAN
DEVELOP PROGRAM TO INTERFACE HUMAN RESOURCES WITH STRATEGIC PLAN REQUIREMENTS
IDENTIFY HUMAN RESOURCES DEVELOPMENT PLAN CONSIDERED AS BENEFITS
IDENTIFY HUMAN RESOURCES DEVELOPMENT PLAN DESIGNED TO IMPLEMENT STRATEGIC PLAN
INTEGRATE HUMAN DEVELOPMENT PLAN INTO THE STRATEGIC PLAN

FIGURE 4

POLICY AND ISSUES ANALYSIS FOR STRATEGIC PLANNING

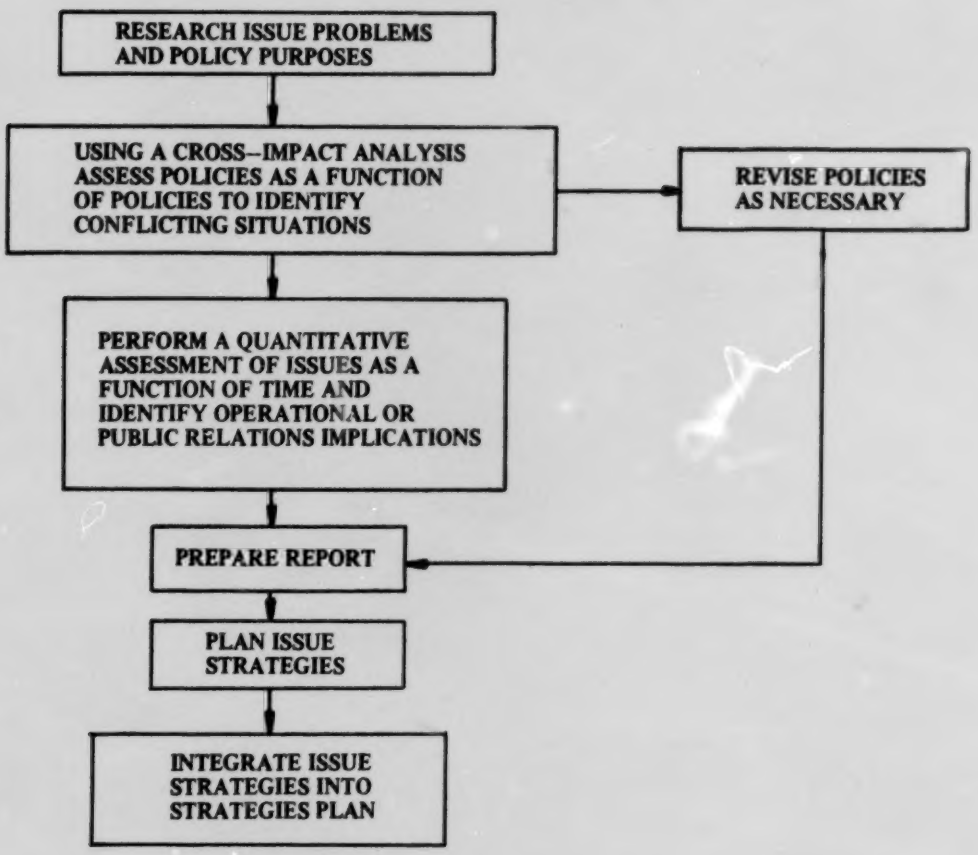

RESEARCH ISSUE PROBLEMS AND POLICY PURPOSES
USING A CROSS--IMPACT ANALYSIS ASSESS POLICIES AS A FUNCTION OF POLICIES TO IDENTIFY CONFLICTING SITUATIONS
REVISE POLICIES AS NECESSARY
PERFORM A QUANTITATIVE ASSESSMENT OF ISSUES AS A FUNCTION OF TIME AND IDENTIFY OPERATIONAL OR PUBLIC RELATIONS IMPLICATIONS
PREPARE REPORT
PLAN ISSUE STRATEGIES
INTEGRATE ISSUE STRATEGIES INTO STRATEGIES PLAN

FIGURE 5

A SYSTEMATIC APPROACH TO POLICY RESEARCH AND ISSUES MANAGMENT

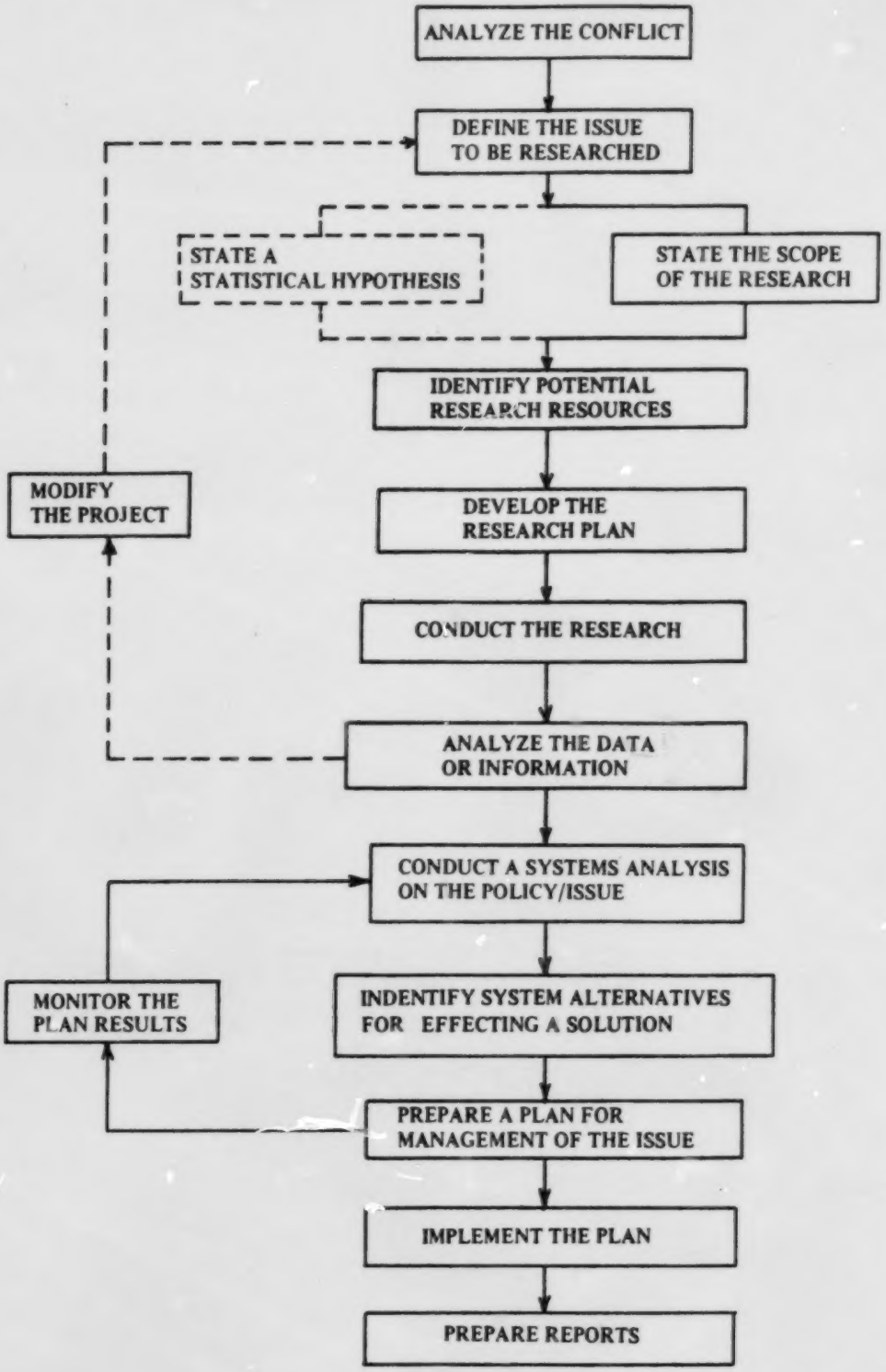

ANALYZE THE CONFLICT
DEFINE THE ISSUE TO BE RESEARCHED
STATE A STATISTICAL HYPOTHESIS
STATE THE SCOPE OF THE RESEARCH
IDENTIFY POTENTIAL RESEARCH RESOURCES
MODIFY THE PROJECT
DEVELOP THE RESEARCH PLAN
CONDUCT THE RESEARCH
ANALYZE THE DATA OR INFORMATION
CONDUCT A SYSTEMS ANALYSIS ON THE POLICY/ISSUE
MONITOR THE PLAN RESULTS
INDENTIFY SYSTEM ALTERNATIVES FOR EFFECTING A SOLUTION
PREPARE A PLAN FOR MANAGEMENT OF THE ISSUE
IMPLEMENT THE PLAN
PREPARE REPORTS

FIGURE 6

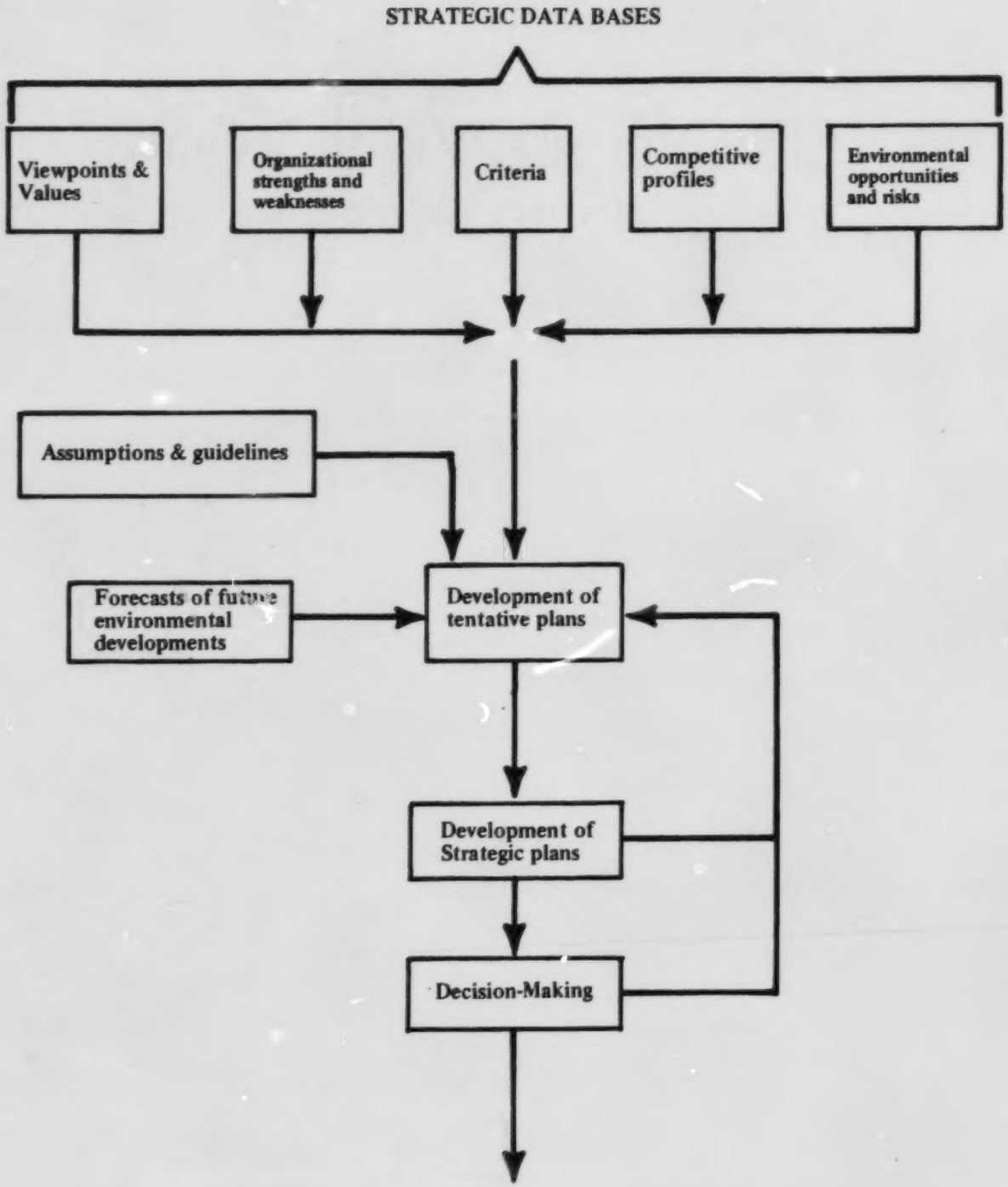


FIGURE 7

Reference: King and Cleland Strategic Planning and Policy.

A SYSTEMS ANALYSIS APPROACH TO
PLANNING AND RESEARCH

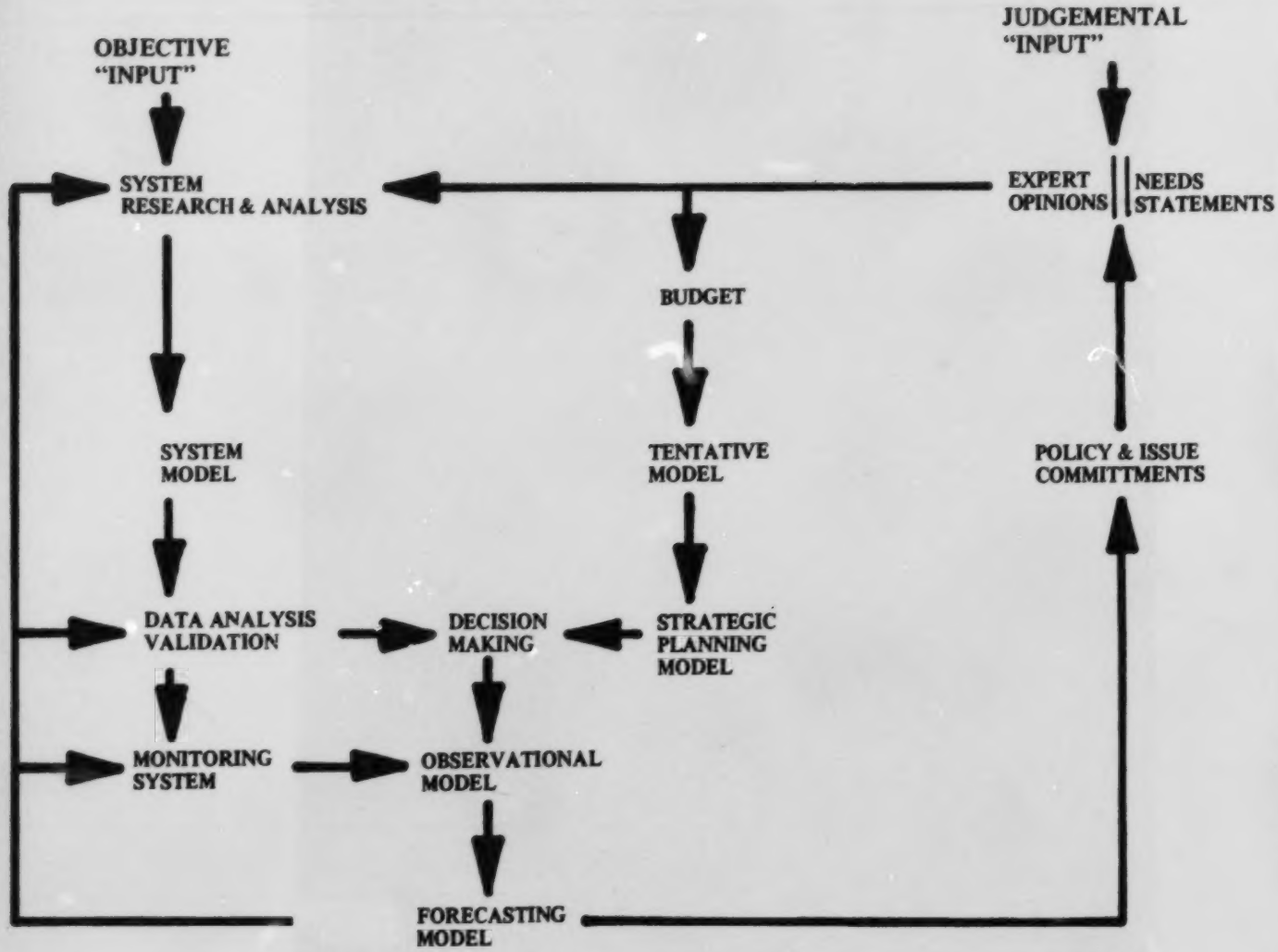
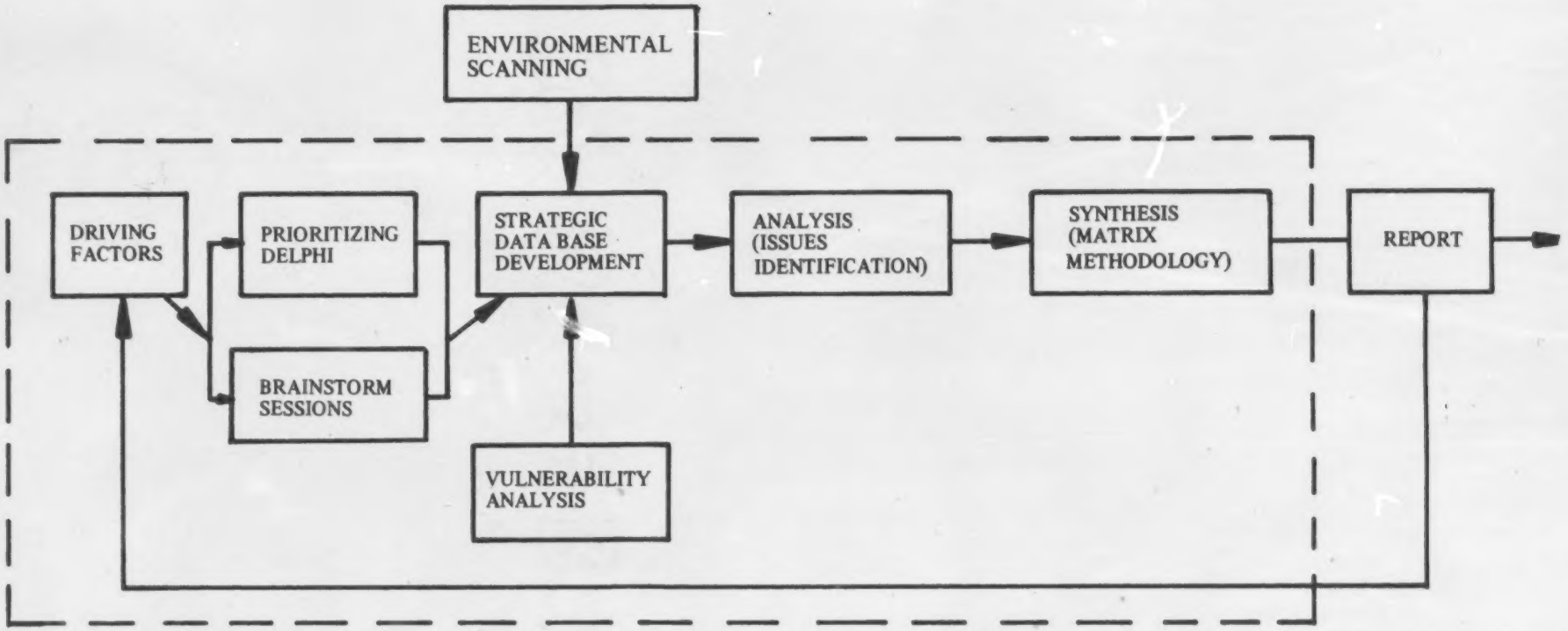


FIGURE 8

LONG RANGE PLANNING*

COLLEGE OF THE MAINLAND SELF-STUDY MODEL



*REFERENCE: ALTERNATIVE FUTURES FOR ENVIRONMENTAL POLICY PLANNING: 1975-2000
ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460
OCTOBER, 1975

FIGURE 9

A SYSTEMATIC APPROACH TO RESEARCH AND REPORT WRITING

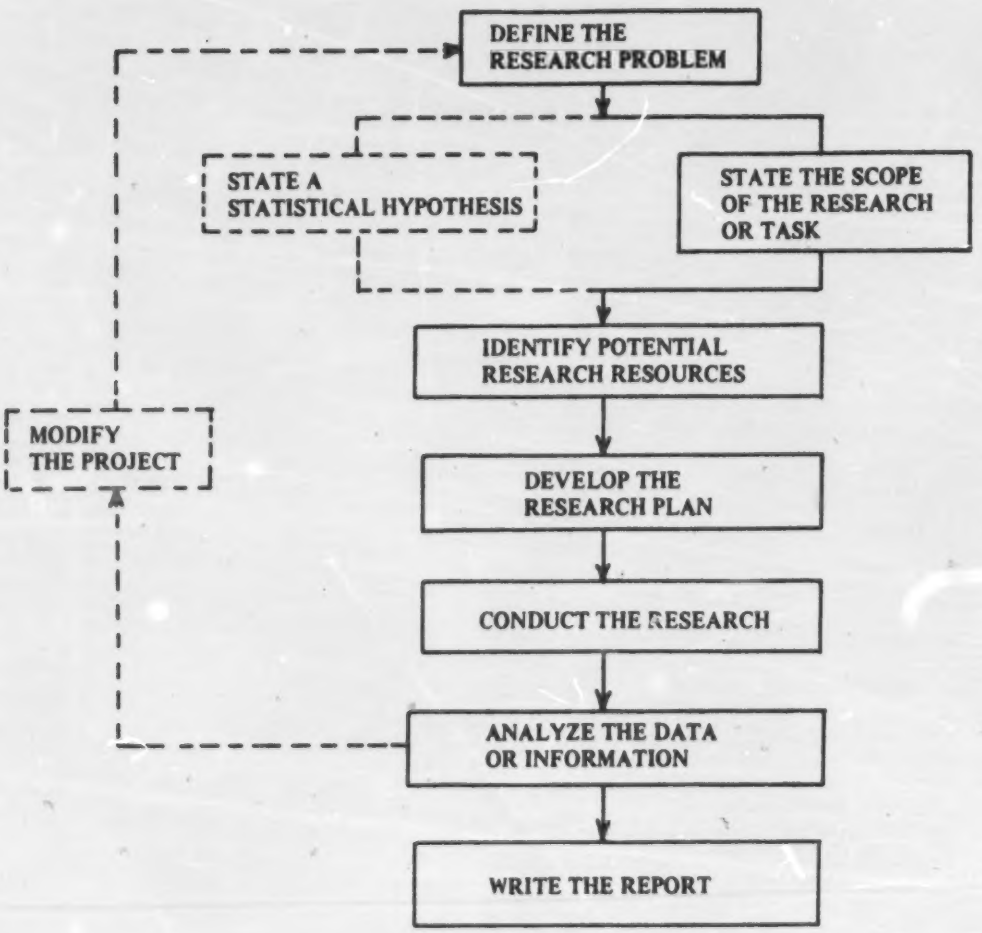

DEFINE THE RESEARCH PROBLEM
STATE A STATISTICAL HYPOTHESIS
STATE THE SCOPE OF THE RESEARCH OR TASK
IDENTIFY POTENTIAL RESEARCH RESOURCES
DEVELOP THE RESEARCH PLAN
CONDUCT THE RESEARCH
ANALYZE THE DATA OR INFORMATION
WRITE THE REPORT
MODIFY THE PROJECT

FIGURE 10

It is believed that there is justification for an identifiable Planning and Research function to be incorporated as a part of the College of the Mainland organization. Such a function would serve in an advisory capacity and coordinate the planning activities of the institution. Such an office must function with an Advisory Council. It should be recognized that where strategic planning is involved, the Planning and Research function is very different from the research and reporting activities that are performed by a registrar.

IV. AN ANALYSIS OF THE COMMUNITY COLLEGE ENVIRONMENTAL ISSUES

The following pages describe various academic and social factors, that are pertinent to the operation of the community college. Specific research (for forecasting, analysis, and recommendation purposes) into these parameters will be accomplished in Part II of the Projections Committee task (the Projections Committee task is independent of this Master's Project). Following the identification of these factors, an impact assessment is provided to illustrate their strategic planning implications.

PUBLIC CONFIDENCE IN HIGHER EDUCATION

Since public confidence is basic to public financial support, a relatively high confidence ranking (compared to other institutions) can be an enormous asset.

The Carnegie Council on policy studies in higher education indicates that higher education institutions presently enjoy a relatively high degree of public confidence (See Figure 11). While both the magnitude of confidence and relative position can be expected to vary with time and events, the Carnegie Council on Policy Studies In Higher Education feels that the present level of public confidence and the relative position of higher education among all institutions is basically a positive factor. They counsel, however, that any reduced prospects for program graduates, or alternatives to participation in educational processes could affect the public attitude and support of the higher education establishment.

The College of the Mainland Planning and Research function should undertake a low-cost assessment of public opinion in its district.

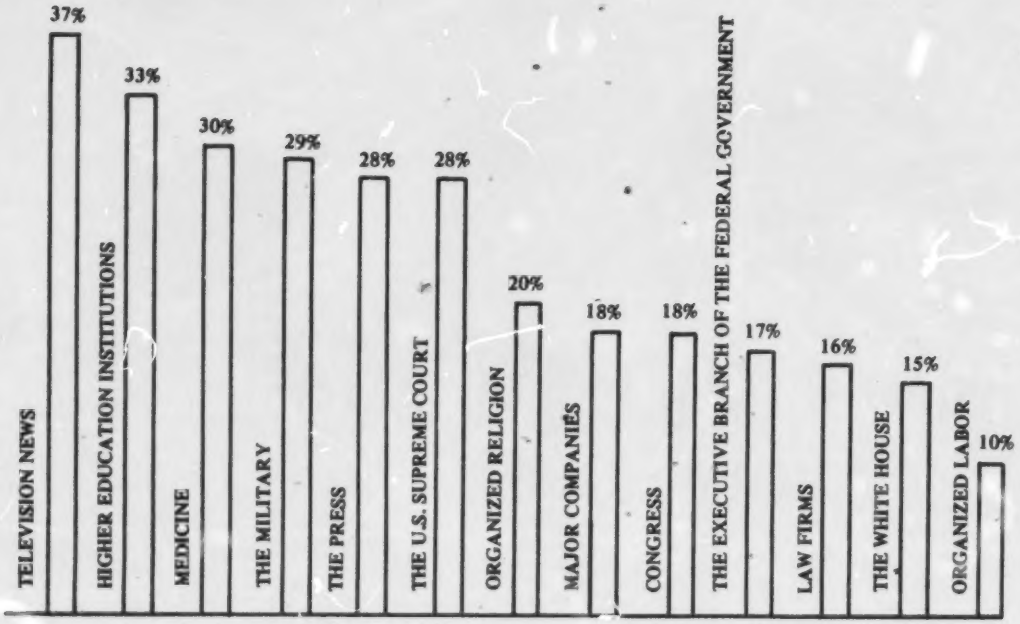
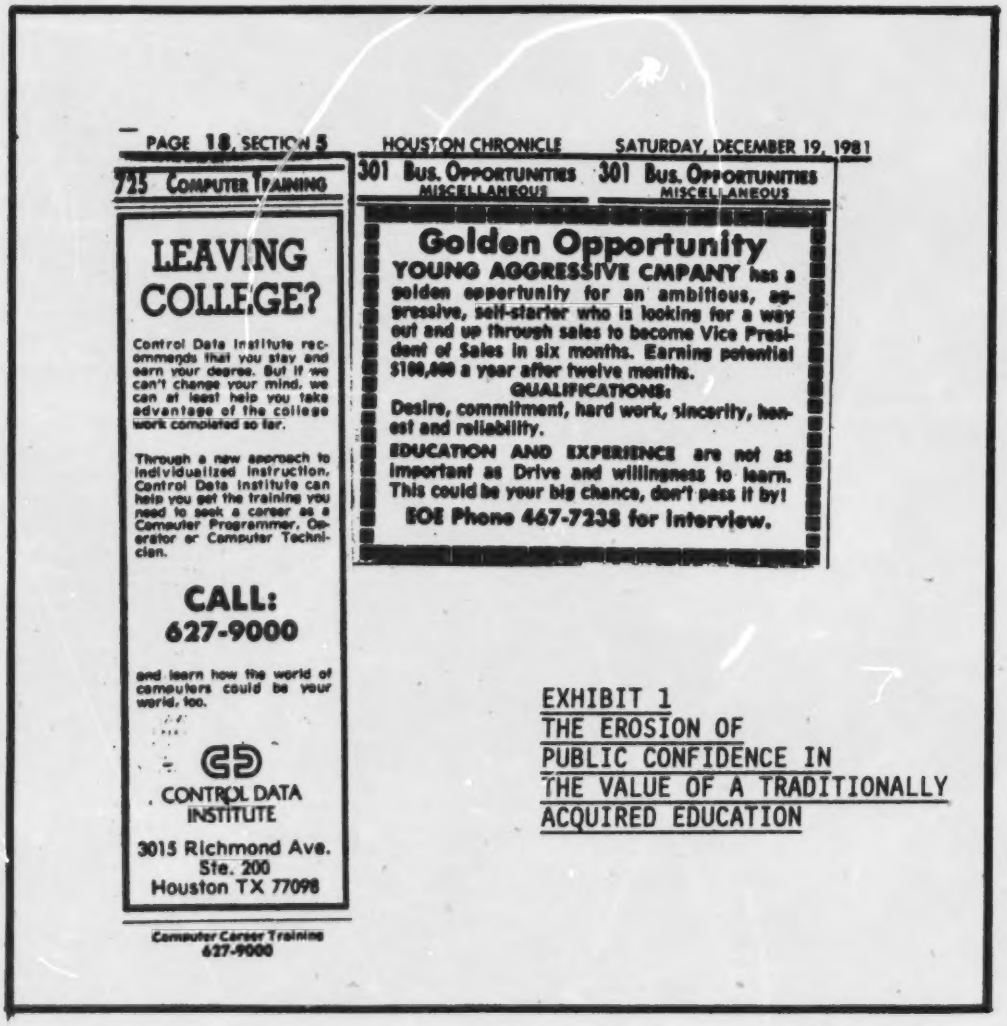


FIGURE 11
PERCENTAGE EXPRESSING HIGH CONFIDENCE
IN SELECTED MAJOR AMERICAN INSTITUTIONS

Source: ABC NEWS - Harris Survey
Reprinted by The Carnegie Council on Policy
Studies In Higher Education (1980).

Perhaps a high level of concern (see Exhibit 1) should be directed at the subtle erosion of public confidence in the value of a traditionally acquired education. A brief and recent scan of the classified section of the Houston Chronicle revealed some rather open advertising that causes readers to question their attitudes regarding participation in the traditional institutional curriculum. Many public relations factors can influence public confidence in post-secondary education.



PAGE 18, SECTION 5 HOUSTON CHRONICLE SATURDAY, DECEMBER 19, 1981

725 COMPUTER TRAINING

LEAVING COLLEGE?

Control Data Institute recommends that you stay and earn your degree. But if we can't change your mind, we can at least help you take advantage of the college work completed so far.

Through a new approach to individualized instruction, Control Data Institute can help you get the training you need to seek a career as a Computer Programmer, Operator or Computer Technician.

CALL: 627-9000

and learn how the world of computers could be your world, too.

CONTROL DATA INSTITUTE

3015 Richmond Ave.
Ste. 200
Houston TX 77098

Computer Career Training
627-9000

301 BUS. OPPORTUNITIES MISCELLANEOUS

Golden Opportunity

YOUNG AGGRESSIVE CMPANY has a golden opportunity for an ambitious, aggressive, self-starter who is looking for a way out and up through sales to become Vice President of Sales in six months. Earning potential $100,000 a year after twelve months.

QUALIFICATIONS:

Desire, commitment, hard work, sincerity, honest and reliability.

EDUCATION AND EXPERIENCE are not as important as Drive and willingness to learn. This could be your big chance, don't pass it by!

EOE Phone 467-7238 for interview.

EXHIBIT 1
THE EROSION OF PUBLIC CONFIDENCE IN THE VALUE OF A TRADITIONALLY ACQUIRED EDUCATION

QUALITY AND QUANTITY

As the Carnegie Council on Policy Studies In Higher Education reported (1980), there has been a deterioration in the quality of the academic product when compared to the academic quality level of 1960. This deterioration has resulted, according to the Carnegie Council on Policy Studies In Higher Education to a lower academic quality student emerging from secondary education. The Council further elaborated that institutions of higher education have abdicated their responsibilities toward primary and secondary schools with respect to expectations and quality.

Dr. Howard Smith, Jr., president of North Texas State University, traced the trends of the American educational endeavor in a lecture in the 1981 Faculty Forum Series at North Texas State University (Houston Chronicle, November 8, 1981). In his lecture, Dr. Smith noted the 1950's as a period of orientation to growth -- increasing numbers of students. The 1960's reflected a concern for curricular relevance and the growth of technical and vocational education. Coupled with these two phenomena was the advent of grade inflation as a Vietnam War protest and the proliferation of courses in the name of curriculum development. It is Dr. Smith's opinion that this era was the root of the deterioration of academic quality. The 1970's then became the era of complacency. Things that made life comfortable became the preference. Educational funding, enrollment driven, began to perpetuate the idea that more is better, because more students mean more income. Concern not only became concern with more students but also how to provide all the "mores" that come with the interest of the group.

Along with the emphasis on "more" came the public insistence on accountability. In the 1980's we have become aware of the statistics of the '50's, '60's, and '70's. Now the '80's are characterized by changing demographic patterns and impending scarcity of resources. Thus the '80's is the decade of questioning (self-study) and the search for what it (academic quality) is and what it takes to achieve it.

In essence, according to the Carnegie Council On Policy Studies in Higher Education, deciding what "educated" means is no longer an easy task. It is, however, the task of the 1980's and it will be the task of the future (1990's) to implement it. It is very likely, according to the Carnegie Council on Policy Studies In Higher Education, that THREE THOUSAND FUTURES (one for every institution of higher learning in the U.S.) may emerge in the absence of cooperatively derived unity relationships built upon responsible and competitive respect.

DEMOGRAPHIC PATTERNS

The significance of Exhibit 2 lies in its illustration of the profound growth rate being experienced in the Sun Belt State of Texas. The College of the Mainland district, incorporated as part of the fastest growing Standard Metropolitan Statistical Area (SMSA) - Houston, and identified within the Houston-Galveston Standard Consolidated Statistical Area (SGSA) is expected to experience statistical characteristics representative of the United States as described in Figure 12. This means that community colleges are likely to be dealing with an already well educated adult student body.

The significance of Figure 12, with respect to the expected College of the Mainland experience lies in the preponderance of adult learners that is likely to form the base of the student body. As pointed out by

Sunday, December 20, 1981 Houston Chronicle Page 8, Section 4

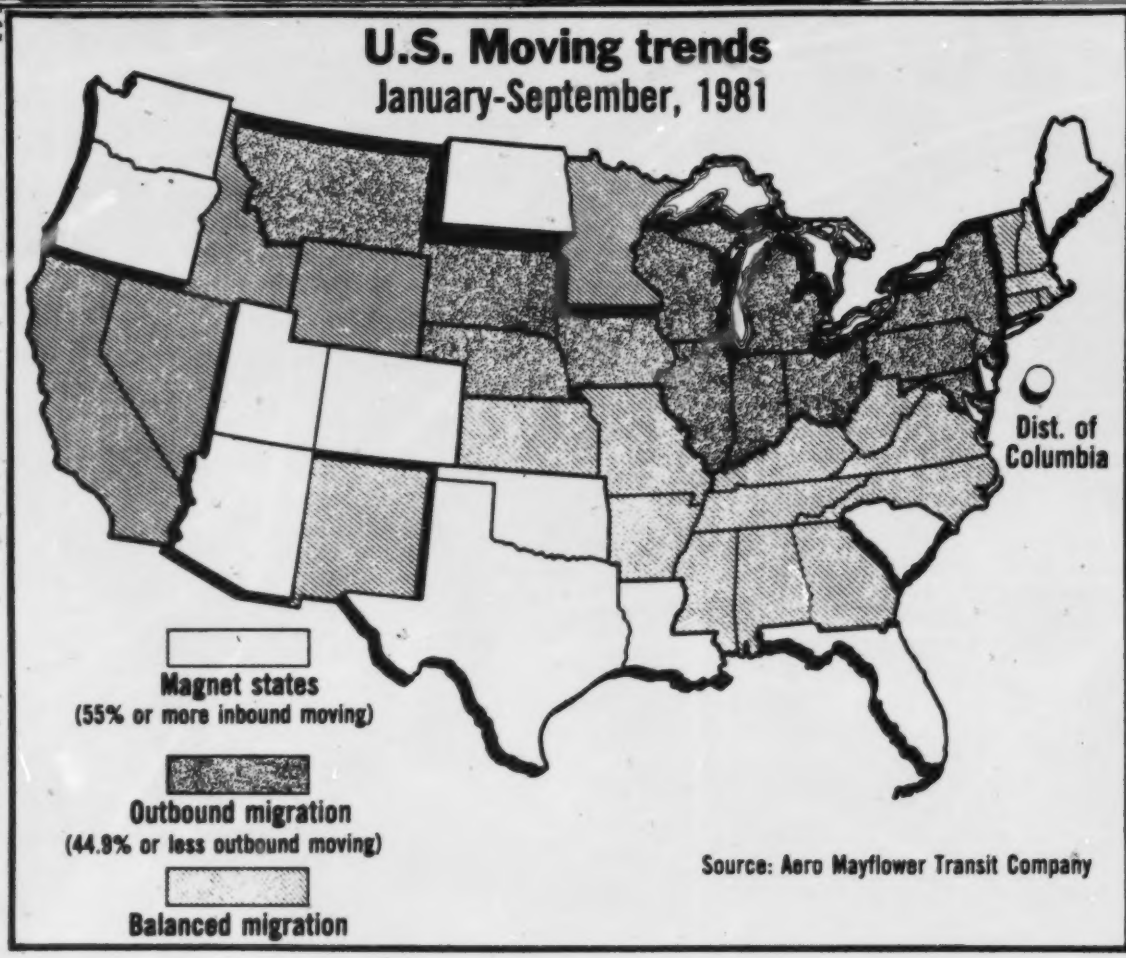


EXHIBIT 2
THE GROWTH RATE OF TEXAS

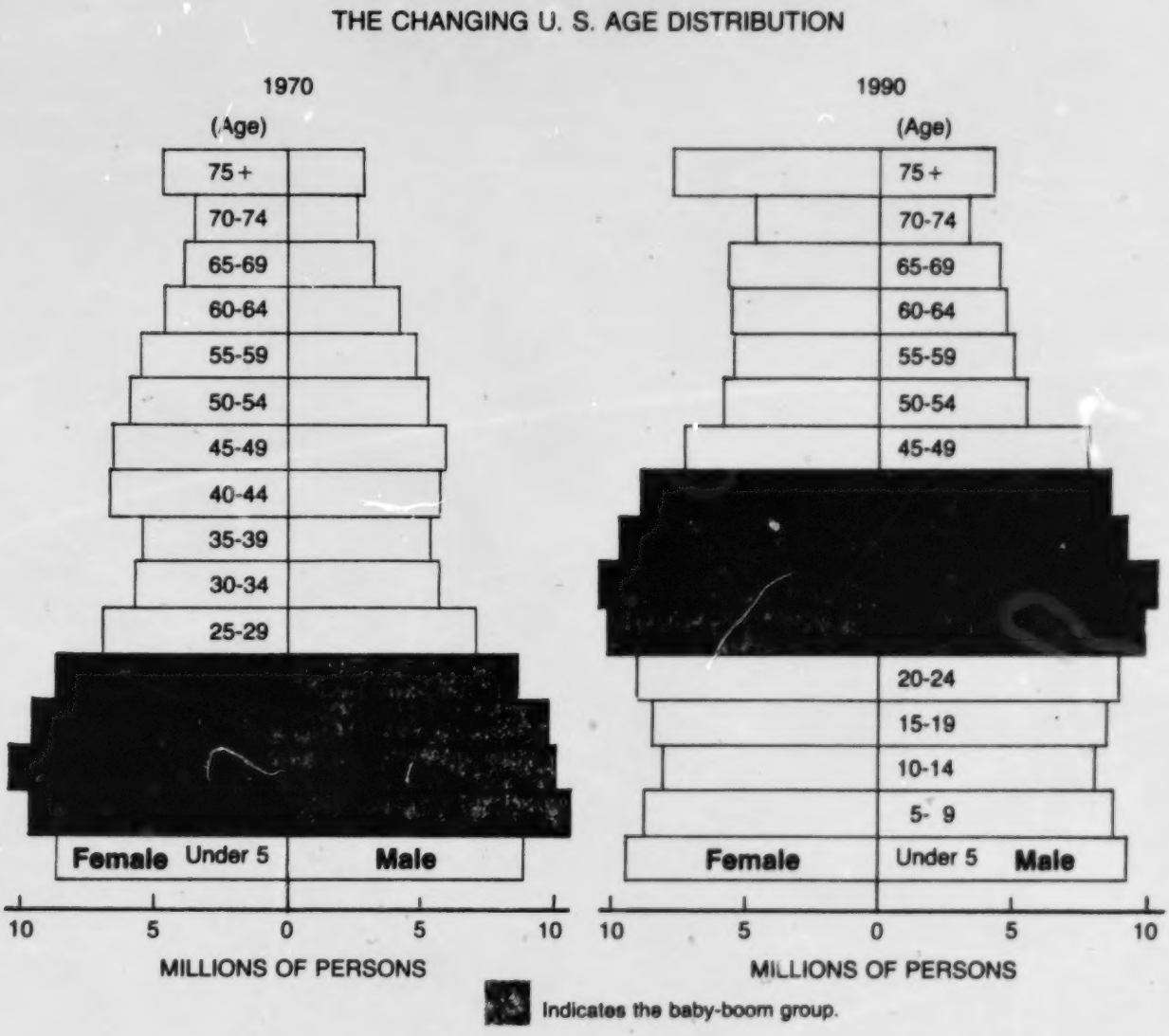


FIGURE 12
Source: Institute for the Future Study:
Policy Choices in Vocational Education,
January, 1980
Reprinted in Community and Junior College Journal
May, 1980 p. 29

Schmid G. and Russel L. (1980, p. 28-31) the two-year colleges are expected to realize a favorable position in the age 25-44 cohorts in the decade of the '80's. However, four-year colleges, private vocational programs, and education-for-profit endeavors, as well as the armed forces are expected to take a larger share of the pool of 18-24 year-olds.

Tables 1, 2, 3, and 4 amplify the specific demographic and enrollment trends that are likely to be reflected in the statistical characteristics of the Houston-Galveston Standard Consolidated Statistical Area (SCSA).

PUBLIC TWO-YEAR ENROLLMENT TRENDS IN TEXAS
AND THE SREB STATES
1976 TO 1978
(IN PERCENT CHANGE)

	Texas	SREB States
Full-Time, All Students	- 12.6%	- 6.0%
Part-Time, All Students	+ 28.8%	+ 21.9%
Full-Time, Black	- 27.2%	- 8.2%
Part-Time, Black	+ 46.2%	+ 26.8%
Full-Time, Hispanic	- 9.3%	- 0.1%
Part-Time, Hispanic	+ 24.9%	+ 32.3%

Source: Black and Hispanic Enrollment in Higher Education, 1978: Trends in the Nation and the South, Southern Regional Education Board, Atlanta, Georgia, 1980.

TABLE 1

TABLE 2

PROJECTED CHANGES IN 15-24 YEAR OLD POPULATION BY RACE: 1975 TO 1990
UNITED STATES AND TEXAS
(IN THOUSANDS)

Geographic Area and Race/Ethnicity	Number				Percent Change	
	1976*	1980	1985	1990	1980-85	1980-90
United States						
Total	40,850	41,527	38,517	34,730	- 7.2%	-16.4%
Black	5,296	5,627	5,480	5,209	- 2.6%	- 7.4%
White	34,819	35,028	32,028	28,336	- 8.6%	-19.1%
Other Races	733	872	1,009	1,185	+15.7%	+35.9%
Texas						
Total	2,376	2,502	2,387	2,284	- 4.6%	- 8.7%
Black	265	357	352	336	- 1.5%	- 5.9%
White and Other Races	2,111	2,145	2,035	1,948	- 5.1%	- 9.2%

* Texas figures are for 1975.

Sources:

(1) U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 704, "Projections of the Population of the United States: 1977-2050." U.S. Government Printing Office, Washington, D.C., 1977. Series II was the preferred projection series.

(2) U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 796, "Illustrative Projections of State Populations by Age, Race, and Sex: 1975-2000." U.S. Government Printing Office, Washington, D.C., 1979. Series II-B was the preferred projection series for Texas.

TABLE 3

PROJECTED CHANGES IN 25-34 YEAR OLD POPULATION BY RACE: 1975 TO 1990
UNITED STATES AND TEXAS
(IN THOUSANDS)

Geographic Area and Race/Ethnicity	Number				Percent Change	
	1976*	1980	1985	1990	1980-85	1980-90
United States						
Total	32,044	36,172	39,859	41,086	+10.2%	+13.6%
Black	3,432	4,065	4,847	5,271	+19.2%	+29.7%
White	27,934	31,254	33,960	34,593	+ 8.7%	+10.7%
Other Races	678	853	1,052	1,222	+23.3%	+43.3%
Texas						
Total	1,800	2,203	2,494	2,613	+13.2%	+18.6%
Black	199	253	308	337	+21.3%	+33.1%
White and Other Races	1,601	1,949	2,187	2,276	+12.2%	+16.8%

* Texas figures are for 1975.

Sources:

(1) U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 704, "Projections of the Population of the United States: 1977-2050." U.S. Government Printing Office, Washington, D.C., 1977. Series II was the preferred projection series.

(2) U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 796, "Illustrative Projections of State populations by Age, Race, and Sex: 1975-2000." U.S. Government Printing Office, Washington, D.C., 1979. Series II-B was the preferred projection series for Texas.

TABLE 4

PROJECTED CHANGES IN 35-44 YEAR OLD POPULATION BY RACE: 1975 TO 1990
UNITED STATES AND TEXAS
(IN THOUSANDS)

Geographic Area and Race/Ethnicity	Number				Percent Change	
	1976*	1980	1985	1990	1980-85	1980-90
United States						
Total	23,076	25,721	31,376	36,592	+22.0%	+42.1%
Black	2,508	2,748	3,324	4,102	+21.0%	+49.3%
White	20,153	22,464	27,356	31,607	+21.8%	+40.7%
Other Races	415	509	696	883	+36.7%	+73.5%
Texas						
Total	1,312	1,515	1,903	2,301	+25.6%	+51.9%
Black	147	166	205	259	+23.6%	+56.3%
White and Other Races	1,164	1,349	1,698	2,042	+25.9%	+51.4%

* Texas figures are for 1975.

Sources:

(1) U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 704, "Projections of the Population of the United States: 1977-2050." U.S. Government Printing Office, Washington, D.C., 1977. Series II was the preferred projection series.

(2) U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 796, "Illustrative Projections of State Populations by Age, Race, and Sex: 1975-2000." U.S. Government Printing Office, Washington, D.C., 1979. Series II-B was the preferred projection series for Texas.

LOCAL DEMOGRAPHICS

As reported by the Planning and Research Office at College of the Mainland (Demographic Trends Affecting College of the Mainland, Spring 1981), enrollments in postsecondary education, unlike those at lower levels, are only partially determined by numbers of students in the specific age groups. Social and economic variables intervene between these numbers, and observed participation rates. Differences in the propensity to enroll in educational programs can be observed from various population subgroups, and are identified by differences in income, employment, family size, household composition, previous educational attainment, marital status, age, sex, and ethnicity. Ability, private choice, and public policy decisions also intervene between the supply of individuals over 18 years of age and their level of demand for postsecondary education.

In terms of enrollment at College of the Mainland, the following tables, reflect the demographic proportions that are likely to be reflected in its enrollment. Specific projections of individual demographic and enrollment characteristics are beyond the scope of this particular report.

Table 5

PROJECTED GRADUATION RATES FOR 1981 AND 1982
LOCAL HIGH SCHOOLS

Year	Dickinson	Hitchcock	LaMarque	Santa Fe	Total
1980/81	.856	.833	.639	.706	.740
1981/82	.895	.831	.678	.708	.765

SOURCE: College of the Mainland, Office of Planning and Special Studies

Table 6

EMPLOYMENT GROWTH AND POPULATION GROWTH
FOR GALVESTON-TEXAS CITY SMSA
1975 TO 1995

Sector	1975	1980	1985	1990	1995	Percent Change 1975-80	1980-85	1985-90	1990-95
Population	181,500	221,902	239,009	254,529	270,350	+ 22.3%	+ 7.7%	+ 6.5%	+ 6.2%
Employment	65,140	81,169	92,503	98,597	105,184	+ 24.6%	+ 14.0%	+ 6.6%	+ 6.7%
Employed Persons per 1000 Population	359	366	387	387	389	+ 1.9%	+ 5.7%	0	+ 0.5%

Source: Economic Base Analysis for the Houston-Galveston Region (Pase One, Technical Report), prepared by Rice Center for Houston-Galveston Area Council, 1979.

COMMUNICATIONS AND INFORMATION (POST-INDUSTRIAL SOCIETY)

Molitor (1981) has asserted (Figure 13) that as new communications technologies are introduced, older, more traditional ones wane in importance. As these supplementary media take hold, people are exposed to ever-increasing amounts of information. In the modern world, TV, spoken and printed words dominate the information sources. However, the Knowledge Revolution, avalanching in front of the growth of the telecommunications industry (and fueled by the microprocessor) is spawning

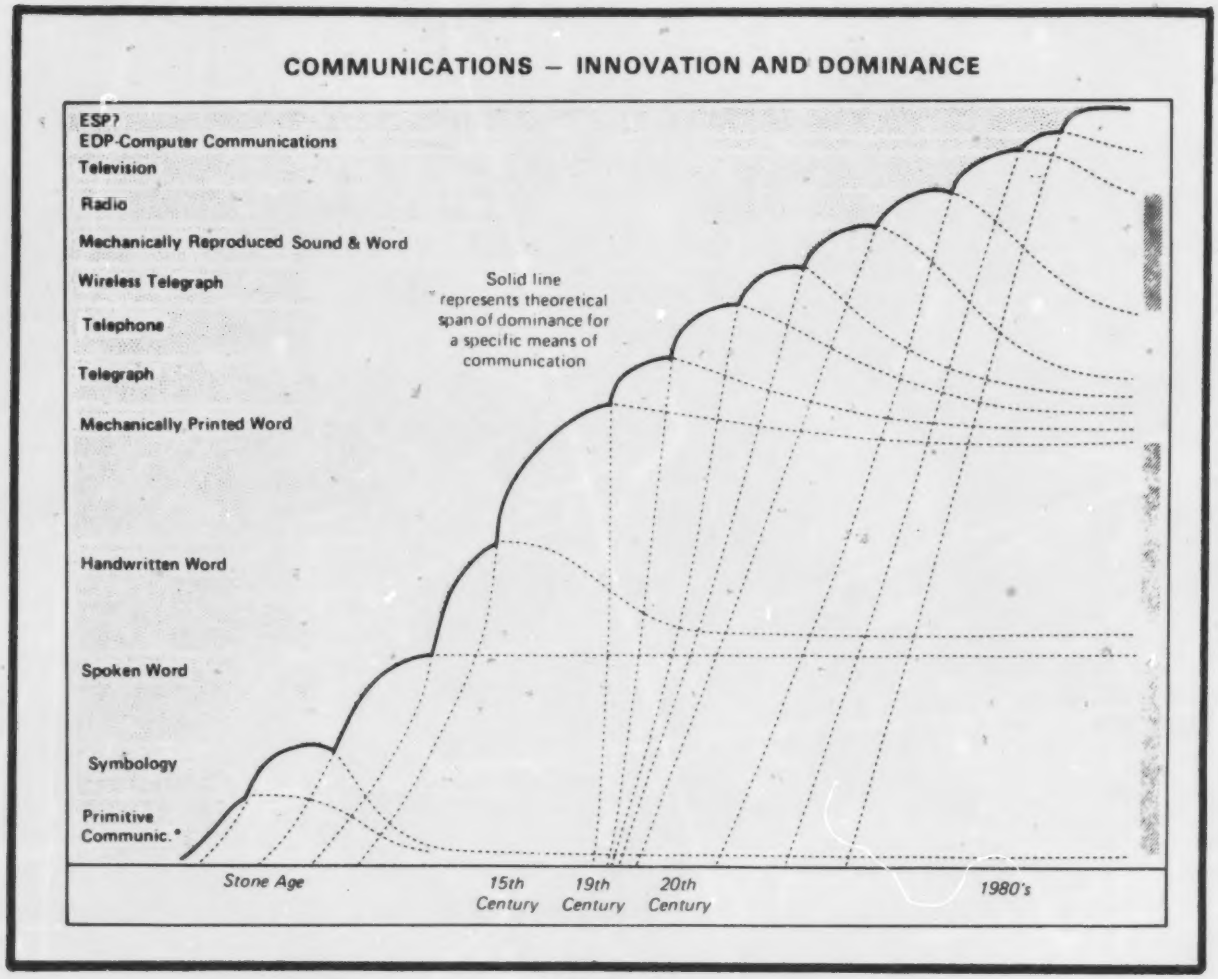


FIGURE 13
Source: The Futurist, April, 1981
Graham T. Molitor

new communications relatonships among people, regions, and nations. So much so that telecommunications and the microprocessor could very well become the dominant form of human communication and the acquisition of knowledge. Molitor's position, is buttressed by Joseph's assertion to the Congress of the United States, House of Representatives Committee on Education and Labor (1979) that a "technologically driven future, now being grown, will evolve through the next decades to massively impact elementary and secondary education, starting in the 1980 decade, and building toward revolutionizing education in the 1990 decade". The impact of the Post-Industrial Revolution, reflected in the foregoing positions, suggests that the community college is not now planning for today, but calculating and engineering its relationship to a future that will commence in the 1990's. If the question were asked, "What is responsibility?", perhaps there would be wisdom in the answer, "It is what the future generation would ask that we do now -- if they were here to ask it".

It seems reasonable to expect that a new dimension of computer literacy, needs and applications will impact the community college in both the short-term and long-term future.

Molitar presses the issue of a transformation to Post-Industrial Society by illustrating (Figure 14) the percentage distribution of employment among the four major sectors of the American economy. The community college should note that employment in the Information/ Knowledge/Education Sector is the only employment sector to show an increase during the period 1980-2000. This portends a re-evaluation of curriculum scheduling practices, staff qualifications, funding practices, and educational delivery systems.

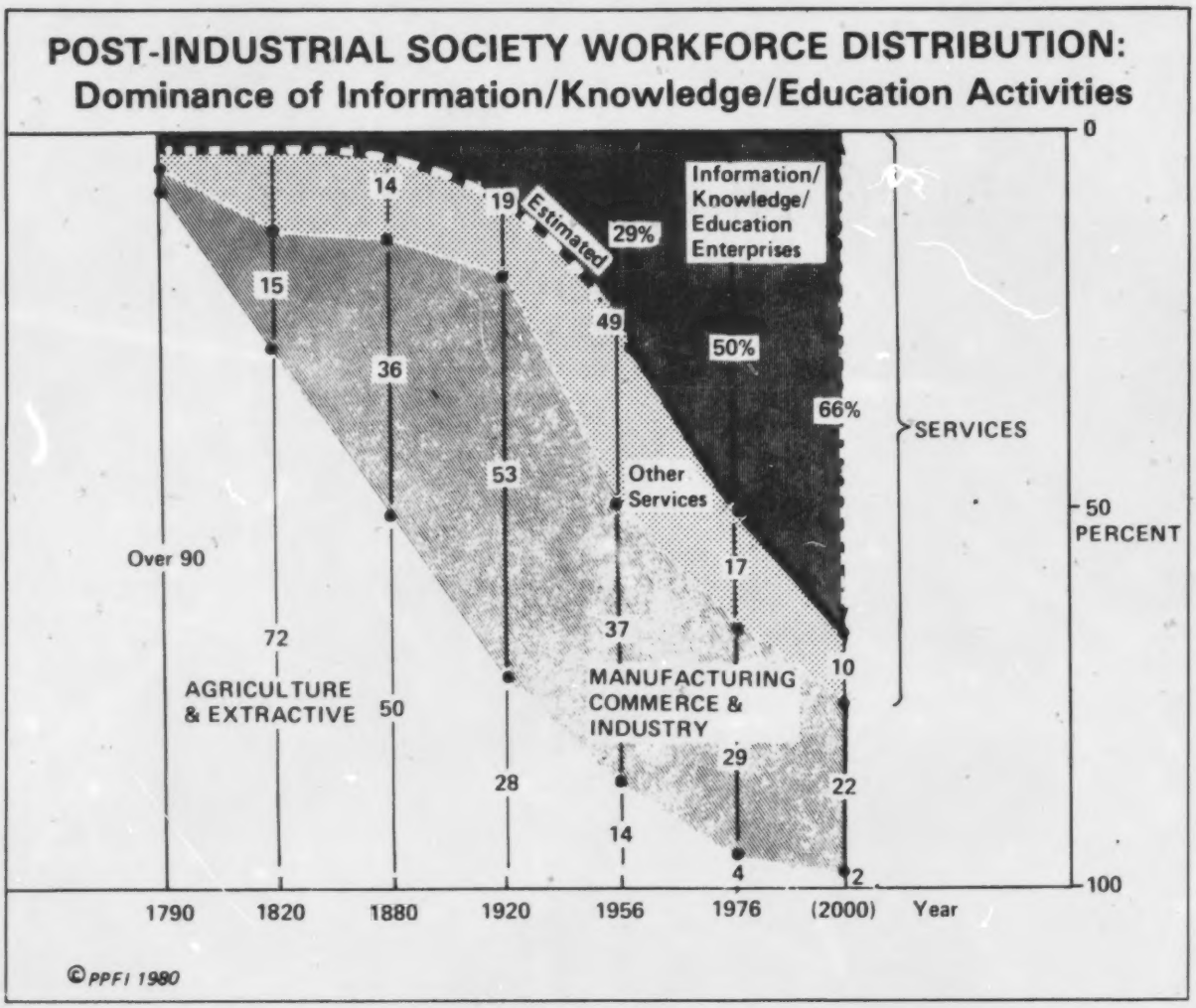


FIGURE 14
Source: The Futurist, April, 1981
Graham T. Molitar

Perhaps some research should be directed toward future developments in telecommunications (see Exhibit 3) where, as Martin (1977) asserts "...excessive conservatism and failures of nerve.." can cause an underestimation of the complexity and implications of the new communication technologies. This technology, if unrecognized, could possibly render the community college to being only marginally effective in fulfilling its missions.

Tuesday, June 23, 1981 Houston Chronicle Section 1, Page 7

AT&T, news unit set home test of information plan

MIAMI (AP) — Viewdata Corporation of America, a unit of Knight-Ridder Newspapers Inc., announced plans for a market test of a comprehensive home information service called Viewtron.

The market test, set to begin in mid-1983, will be done in cooperation with American Telephone & Telegraph Co. and involve some 5,000 participants in an area of South Florida still to be chosen, said Viewdata President Albert J. Gillen.

VCA and AT&T currently are joint sponsors of a smaller concept trial in Coral Gables, Fla., involving about 200 participants. That trial began in July 1980 and will run through September 1981.

It permits participants in their homes to receive continually updated news, weather, sports, stock market, travel and entertainment information, consumer advice, educational aids, games and quizzes and advertising. The information appears on a TV screen in the form of text and graphics.

"We have been greatly encouraged by the results of the Coral Gables trial," said Norman Morrison, VCA executive vice president. "The overwhelming majority of our trial participants indicated an interest in subscribing to a Viewtron service."

EXHIBIT 3

TELECOMMUNICATIONS DELIVERY SYSTEMS

TECHNOLOGY: IT'S PLACE IN WORK AND INSTRUCTION

(See Exhibits 4 and 5)

The Kilday (Houston Chronicle, September 27, 1981) and Smith (Houston Chronicle, October 19, 1981) articles on technological advances in both time and space relationships illustrate new pedagogical alternatives never before available to education. The issue is no longer one of debate, between social sciences, humanities and scientific disciplines, as to whether we should pursue technological ends. The fact is -- as a nation, we did. The issue is now one of how to manage the technological end (of traditional education and possibly traditional disciplinary boundaries) and convert it to a technological means. We may, in fact, now be discussing the advent of a new discipline -- that of Appropriate Technology.

It is no longer a hypothetical question of "if" or "will" the private sector intervene in the traditional provinces of the educational establishment. Some intervention has been going on for years -- causing curriculum revision and adaptation to changing environments in technical and scientific fields. The advent of robotization (See Exhibit 6) is an example of an intervention that causes curricular change. The fact seems to be that technologies are growing more sophisticated. It seems unrealistic to assume that past concepts of curriculum will be adequate in the future. The question is--what point in the future are we planning for? This is clearly an application of technological forecasting for program (or course) development.

Houston Chronicle Sunday, September 27, 1981 ★★★ Page 22, Section 1

EXHIBIT 4

EDUCATIONAL COMPUTERS

Technology in education

Texas leading the way with push for putting computers in classrooms

BY ANNE MARIE KILDAY
Chronicle Austin Bureau

AUSTIN — *Home, Home on the Range* beeped electronically as House Speaker Bill Clayton became "wagonmaster" of an 1847 trip across the Oregon Trail, in a demonstration last week of the teaching capabilities of computers.

Clayton and members of the Senate Select Committee on Public Education fired at hostile riders, hunted for deer, killed coyotes, braved serious illness, bad weather and numerous wagon breakdowns, before completing the "trip" from Independence, Mo., to Oregon City.

Upon their "arrival," the committee got a congratulatory telegram from President James K. Polk, and a lecture on what they had learned from Pat Sturdivant, coordinator of computer instruction for the Region IV Education Service Center in Houston.

"In making the history of the early settlement of the United States come alive, you've learned mathematics, critical thinking, problem solving and geography," Ms. Sturdivant said.

The committee, which will make recommendations on legislation to the 1983 Legislature, is studying five crucial issues related to public education.

Technology in public education — computers in the classroom — is one issue that a subcommittee of the panel will study.

Under the leadership of Dr. Tom Pate, director of the Region IV Service Center, and Houston Independent School District Superintendent Billy Reagan, the region has become a national leader in the development and use of computers in the classroom.

Two years ago, there were about 700 computers being used in the 54 school districts in the Houston area region. Under a cooperative agreement between the school districts, the Region IV Service Center purchased about 2,000 microcomputers at a discount of 40 percent, saving the districts $923,000.

"The primary push for moving into this area so aggressively has been our recognition of the fact that we are increasingly becoming a computer-oriented society," Ms. Sturdivant told the committee.

A U.S. House of Representatives study of the computer age concluded that by 1985, seven out of 10 adults are going to have to know how to use a computer just to function in society, Ms. Sturdivant said.

"Yet, in most schools, students are not even exposed to computers. We decided to go into this large-scale program, in order that students would become computer-literate," she said.

While most parents consider reading, writing and arithmetic as "the basics" of public education, Ms. Sturdivant said an increasing number of parents are aware that "computer literacy" is a skill that will be necessary for survival in the future.

A newspaper article on the Region IV Service Center's computer purchase prompted 62 phone calls from parents who wanted to know if they could buy computers at a discount for their children to have in the home, Ms. Sturdivant said.

"Never before have parents had these pedagogical tools at their disposal," she told the committee. "We are already seeing situations where children are coming into the classroom more computer-literate than their teachers."

As evidence that computers are widely accepted as teaching tools, Ms. Sturdivant told the committee that parents have spent more than $3 billion on hand-held teaching devices, such as Texas Instruments' "Speak 'N Spell."

Most major toy manufacturers have contracts with computer companies for popular computerized games, she said.

"It's all around us, but it's not really being used in the schools to a major extent."

Although many parents recognize that computer literacy will become a basic survival skill, Ms. Sturdivant said the commitment to technology by professional educators is currently very limited.

"Many view it as a fad that will go away. It is not a fad, it's going to have a tremendous impact on our society."

Whether Texas will continue as a leader in the development of the computer as a classroom tool will depend on future attitudes toward education, Ms. Sturdivant said.

"Education is not an enterprise that just happens from 8 a.m. to 3:30 p.m. When computers are widely used, education will be much different, in that students will be using computers as tools for problem-solving. It's going to change the whole educational enterprise."

A former classroom teacher, Ms. Sturdivant trains teachers in Region IV in the use of computers as teaching aids.

While Ms. Sturdivant says that computers will be able to do the things teachers now do, she hastens to add, "Computers will never replace the teacher, but they will change the teacher's role."

Computers will be used for the things they do best, such as drilling students in subjects requiring rote memory, tutoring students in remedial work, and record-keeping, "and teachers will be free to interact more creatively with their students," she said.

EXHIBIT 5

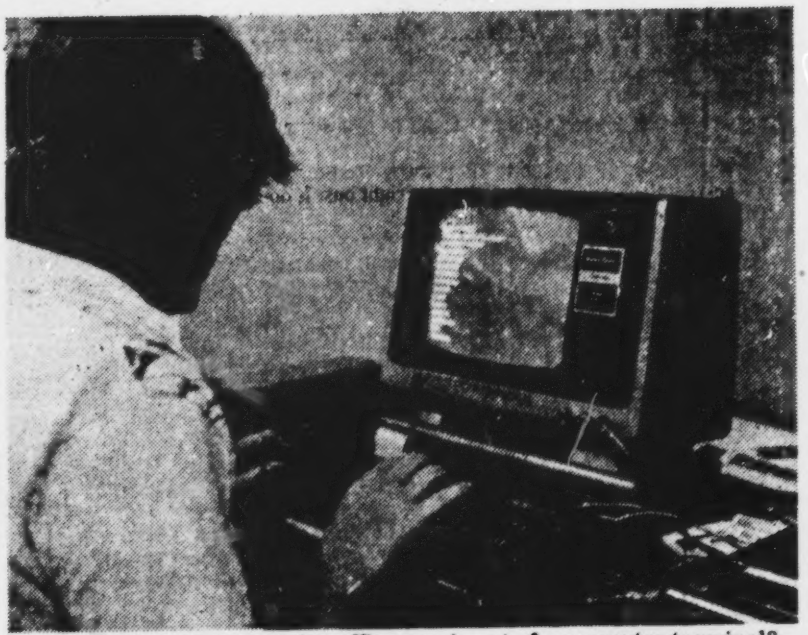
EDUCATION
AT HOME

Monday, October 19, 1981 Houston Chronicle Page 2, Section 6

Jack Smith

Working at home via computer

©1981, Los Angeles Times-
Washington Post News Service



How can you get some juicy office gossip out of a computer terminal?

WHENEVER THE conversation at some social gathering turns to home computers, as it usually does these days, someone observes that before long all of us who work in words or numbers will work at home.

Those working in words and numbers, of course, include stockbrokers and accountants as well as mere clerks and typists and people who write for newspapers and advertising agencies.

That vision of the near future is generally hailed as utopian. Sometimes a silence falls over the group as each contemplates the day, not far off, when one will no longer have to endure the drudgery of getting up with the alarm clock, making one's toilet, dressing for the day, rushing breakfast and crawling over the freeway to the parking lot and dashing across the street against the light to arrive breathless and late at one's little cubicle in the corporate labyrinth, pretending not to notice the reproachful stare of one's immediate superior.

Women who are digits in that shapeless army known as the "work force" imagine going to work in their dressing gowns, without making up their faces, simply by checking in through their home computers and transmitting the word that they are on the job.

My grasp of the computer and how it is changing our world is less than elementary, but I imagine that the central computer makes the day's assignments to the scattered employees through its hundreds of satellite computers and also acts as a clearinghouse, collating all the separate efforts into some cohesive and comprehensible order — correspondence, budget, inventory, payroll and all the other cubbyholes of corporate life that I know nothing of.

Meanwhile, in the home, liberated from the proprieties of the central office, the employee is no longer obliged to disguise his lack of work by pretending to be busy, but is free to go out into the garden and cut some flowers; get out the old putter and practice on the living-room rug; mind the baby; catch a segment of *General Hospital* on the tube; take a nap; wash the car; mow the lawn, and, provided one lives in a household suitably constituted for such a diversion, make love.

Actually, to some extent, this good new way of life has already arrived for me. I don't yet have a computer, but I work at home in the solitude of my own study, on a typewriter, and am required to visit my headquarters only to deliver my contribution. Indeed, it is possible that before long my typewriter will be replaced by a computer that links me directly with the office, and I need never again leave my house at all except in the pursuit of refreshment and mischief.

That this might not be an ideal situation had not occurred to me until recently when my granddaughter broke my typewriter, obliging me to go downtown every morning early to do my work.

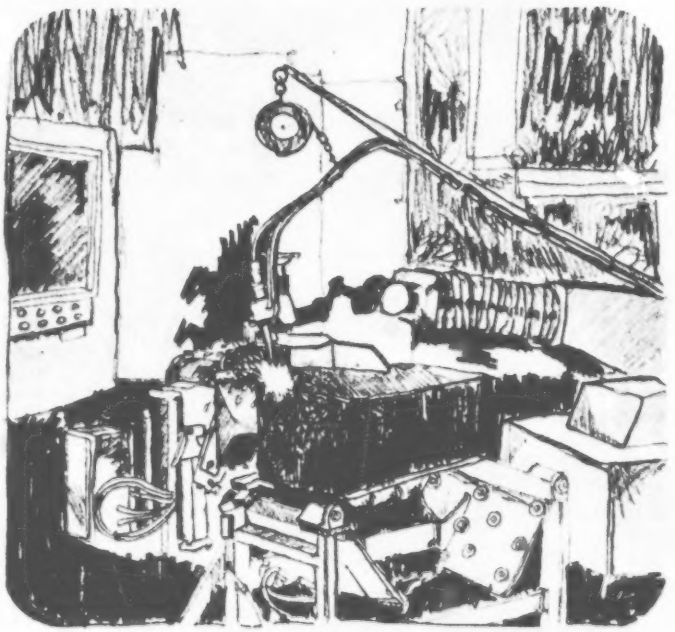
It seemed a nuisance at first; but soon I began to rediscover all the small rewards of office life that I had once enjoyed but never really appreciated: the familiar friendly faces, fresh in the morning; the clothes; the gossip; the flirtations; the benign conspiracies; the lunch-hour expeditions.

I may never get my typewriter fixed.

EXHIBIT 6

ROBOTIZATION

Can A ROBOT Solve Your Welding Problems?



At Berkeley-Davis we are an experienced welding equipment manufacturer who can provide a complete ROBOT welding system. We can build either arc or resistance welding systems customized to fit your particular needs. Let Berkeley-Davis advise you if a robotic system will do the job for you at the lowest cost.

Send details of your parts and your production needs to:

BERKELEY-DAVIS

BERKELEY-DAVIS, INC., 1020 BAHLS STREET, DANVILLE, ILLINOIS 61832

A WEAN UNITED COMPANY

PHONE (217) 446-9500

Source: WELDING JOURNAL, JULY 1981

Thus far, we have addressed ourselves to the interventions into terrestrial traditions of the institution of higher learning. Suffice it to say, for the purpose of this study, that these interventions subtley affect the relationship of public confidence with the educational institution.

CONTINUING EDUCATION

Now let us confront the interventions that have the potential to fundamentally alter, or clarify, institution thinking regarding income producing activities in the area of continuing education programs. Not only do the following advertisements portend an increasingly competitive environment for publicly financed continuing education but they also raise a fundamental issue regarding the propriety of using public financing in competition with the private profit sector.

Exhibits 7, 8, 9 and 10 afford an insight into an apparently growing trend that deserves monitoring by the community college.

Many forms of printed media exhibit educational advertisements. The trend suggests that the private profit sector will continue to expand its efforts at continuing education programs for public consumption.

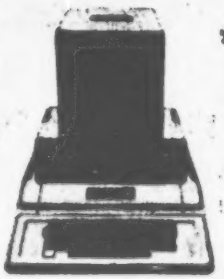
EXHIBIT 7

INDUSTRY AND
CONTINUING EDUCATION

Page 4, Section 2 Houston Chronicle Friday, August 14, 1981

NEW EXPANDING COMPUTERCRAFT
OFFERS

COMPUTER CLASSES
CONTINUING EDUCATION SERIES



* **FREE:** GETTING TO KNOW OUR APPLE
2 HRS. EACH SATURDAY
9 to 11:30

* **SERIES I:** PROGRAMMING IN BASIC
EIGHT-2 HR. EVENING CLASSES
7:15-9:30 TUES. & THURS
OR MON. & WED.
Beginning August 17, 1981

* A *SPECIAL* * TUITION Discount is offered for those who have purchased or are presently purchasing an Apple Computer or peripherials from Computer Craft.

Advanced Reservations Only — Limited Enrollment (16)

FOR FURTHER INFORMATION CALL OR COME-BY

apple computer

3211
FONDREN
(At Richmond)
Phone: 977-0664

YOUR AUTHORIZED APPLE DEALER
ComputerCraft

2709
Chimney
Rock
(at Westheimer)
Phone: 840-9762

Engineers! Managers! Professionals!

Attend a Free Radio Shack Computer Center Seminar

If you're burdened by spread sheet analysis, let our Computer Center professionals demonstrate how Radio Shack's VisiCalc* program can cut hours from your planning sessions. You'll discover that planning and modeling with a TRS-80® desktop computer and VisiCalc is far superior to the old pencil and paper method for accounting, engineering, and financial applications. Our representatives will answer your questions and give you "hands on" experience with VisiCalc and a TRS-80, too. And, if you buy any disk-based TRS-80 Model II or Model III computer while you're at the seminar, we'll give you a VisiCalc program ($199 to $299 value) at no extra charge! Make plans now to attend at your nearby Radio Shack Computer Center!

Tues., Oct. 13	Wed., Oct. 14	Thurs., Oct. 15	Sat., Oct. 17
1 pm, 7 pm	9 am, 1 pm, 7 pm	1 pm, 7 pm	10 am, 1 pm

CALL NOW FOR RESERVATIONS

Radio Shack
COMPUTER CENTER
A DIVISION OF TANDY CORPORATION

6813 Southwest Freeway
713-777-7907
9 a.m.-6 p.m. Monday thru Saturday

Cypress Station Shopping Center
211C FM 1960 West (Behind Champs)
713-444-7006
9 a.m.-6 p.m. Monday thru Saturday

5900 N. Freeway (I 45)
Houston, Texas 77076
713-699-1932
9 a.m.-6 p.m. Monday thru Saturday

809 Dallas
Houston, Texas 77002
713-651-3002
9 a.m.-6 p.m. Monday thru Saturday

10343 Gulf Freeway
Houston, Texas 77034
713-943-9310
9 a.m.-6 p.m. Monday thru Saturday

9285 Sharpstown Mall
713-771-1204

*VisiCalc is a registered trademark of Personal Software, Inc.

EXHIBIT 9

INDUSTRY AND CONTINUING EDUCATION

Fast Food for the Brain

Network for Learning offers a rich menu for laymen on the run

"Take a spoon, dip it in hot water, and then press it to your creamed face, gently, never pulling the skin, and iron the wrinkles away," explains a middle-aged instructor, demonstrating with a spoon. Thirty-five women and two men watch attentively during the 2½-hour class in a Manhattan high school. The students, who range from an attractive redhead in her 20s to an actor in his 50s,

THOMAS VICTOR

Wrinkles Teacher Constance Schrader

Tea bags, oatmeal and a postage stamp.

also learn that steeped camomile tea bags applied under the eyes prevent pouches, dry oatmeal helps preserve a youthful complexion, and a postage stamp stuck on the forehead is a good reminder not to frown. And those are only a few of the face-saving tips suggested in a course titled "Wrinkles, Wrinkles, Wrinkles," one of 168 offered this month by a trend-setting new continuing education program, Network for Learning.

There was a time when Grandmother dispensed advice for getting rid of wrinkles. But in an era of increasing specialization, such simple, homespun arts have become the domain of a select few—to say nothing of newer skills needed to cope with daily life. What, for example, is the difference between a Treasury bond and a Treasury certificate, or a condominium and a cooperative apartment? Whether the subject is glamour or gold, condos or co-ops, Network for Learning provides the answers, enlisting experts to explain esoterica in layman's language. Says Jeffrey Hollender, 26, executive director of Network: "We've expanded the bounds of traditional adult education." One of his instructors puts it more succinctly: "We're the fast food of education." The menu offers two entrées: a "one-night stand," running 2½ to three hours straight, or four two-hour sessions spread over a month. Average cost: $35 per course.

An enterprising student who started a window-washing business at age 14 and never finished college, Hollender was fascinated by the notion of a "skills exchange," suggested in Ivan Illich's *Deschooling Society*. He put the radical education idea into practice in Toronto in 1977; that nonprofit institution now has 30,000 students a year. Then in 1979 he rounded up $60,000 and opened for business in Manhattan's Greenwich Village. From an initial enrollment of 400 in its first month, Network has grown to 4,000 students a month so far this year.

Network's phenomenal success is due, in large measure, to Hollender's shrewd ability to live off the fad of the land. Network offers a class, for instance, on how to crack crossword puzzles. Gourmets can learn to concoct Japanese raw fish delights or cook a vegetarian Chinese dinner. Singles can practice "Love Strategies for the Successful Woman" and find "Fifty Ways to Meet Your Lover." Those interested in other figures can learn how to incorporate their own businesses, make investments under $2,000 and even read the financial page of a newspaper. People who want to see the world on $15 a day are counseled by Travel Writer Arthur Frommer. John Rand, vice president of the advertising firm Ogilvy & Mather, teaches a class in writing ad copy.

At the start Hollender was as relentless in recruiting instructors as he is in attracting students. He would walk into a gourmet shop and ask the owner to teach a course in opening a food store. But today experts come to him asking to teach; he accepts only 10% to 15% of the applicants. Teachers earn an average of $30 to $40 an hour, and can make as much as $12,000 a year teaching one course a week. But for many the rewards are more than monetary. Says Rand: "Anyone who works hard all day and enrolls in this kind of course is not your usual student. The caliber is fascinating."

Last year Network grossed $1.5 million, and Hollender now plans to expand by including other cities (possibilities: Hartford, Conn., and London). He also nourishes hopes of breaking into the new cable TV market. Says the youthful entrepreneur: "Running Network is as close to becoming a college president as I ever want to be." ■

SOURCE: TIME MAGAZINE, JUNE 27, 1981

EXHIBIT 10

INDUSTRY
AND CONTINUING EDUCATION

Sunday, February 14, 1982 Houston Chronicle Section 4, Page 15

SEMINAR:
HOW TO DEVELOP & PROMOTE
PROFITABLE & SUCCESSFUL

SEMINARS & WORKSHOPS

Become a part of the nation's fastest growing industry—adult education. You too can promote and conduct your own seminars and workshops. Or, hire others to conduct the seminars which you promote and manage. Whether you want to give open-to-the-public seminars or conduct training programs under contract to business/government/association clients this vital Seminar is for you.

WHAT YOU WILL LEARN: How to select topics which sell . . . How to package your ideas and know-how into profitable seminars . . . When to make your program public vs. a contract training program . . . How much to charge . . . How to test market at very low cost . . . Best days of the week, time-of-day, months to conduct seminars . . . How to design effective brochures, ads . . . How far in advance to promote . . . When to use direct mail, when to use space ads . . . Survey results on promotional strategies of 132 top seminar promoters . . . How often to repeat your program . . . 7 best test markets . . . . How to sell participants books, tapes, consulting, other seminars . . . One-step vs. Two-step promotion cycle . . . Use of free lectures to sell seminars . . . Contract between you and your promoters . . . How to get sponsors . . . and much, much more.

YOUR SEMINAR LEADER: Learn all of the strategies of success in the seminar business from the nation's leading authority—Howard L. Shenson. Shenson has developed, managed, promoted and conducted more than 45,000 participant training days in both public and contract programs. Author of the best selling book on the subject of seminar marketing, you have read about him in leading magazines and newspapers, here is your chance to learn from him in person.

SEMINAR FEE:
Includes all materials
$85

THURSDAY, FEBRUARY 18TH
3:00 until 8:30 p.m.
Hyatt Regency-Houston
1200 Louisiana St.

SEMINAR:
HOW TO BUILD AND MAINTAIN
YOUR OWN PART-TIME/FULL-TIME

CONSULTING PRACTICE

You too can earn substantial income as a part-time or full-time consultant. Attend this successful Seminar and turn weekends, evenings into increased income.

WHO SHOULD ATTEND? Any man or woman with a marketable skill gained through education or experience. Managers, engineers, professors, personnel specialists, military, grad students, authors, real estate pros, investors, data processing specialists, consultants, etc.

SEMINAR LEADER. Your Seminar conducted by Howard L. Shenson, recognized, successful consultant who began part-time while department chairman at a major university. Now, full-time consultant with significant experience. This is the original Consulting Seminar featured in magazines and newspapers; on ABC National News and attended by 14,687.

WHAT WILL YOU LEARN? How to price (value) your services . . . Marketing your skills . . . How to set up your consulting practice . . . How to build client dependency . . . How to avoid giving away free consulting . . . How to identify consulting opportunities . . . How to create your own demand . . . Performance contracts . . . Billings/Collections/Contracts . . . Knowing when to turn down a consulting job . . . Government grant/contract opportunities . . . How to handle the first meeting with the client . . . Factors for success . . . Reasons for failure . . . Advertising . . . Conflicts of interest . . . How to get referral business . . . Checking out the client's credit . . . Proposal writing . . . Professional liability . . . When to incorporate . . . Invoicing strategies . . . How to expand the practice . . . . and much, much more.

THURSDAY, FEBRUARY 18TH
7:00 until 10:30 p.m.
Hyatt Regency-Houston
1200 Louisiana St.

SEMINAR FEE:
Includes all materials
$85

BRING THIS AD TO SEMINAR turn it in at either seminar and receive an informative gift—survey results of consultant's fees.

ATTEND BOTH SEMINARS $145
Register Thursday afternoon for both seminars and save.

REGISTRATION begins 30 minutes prior to each seminar. You may register for both Seminars on Thursday afternoon. Pay by VISA, Master Card, American Express or Check (guaranteed by one of these credit cards).

Howard L. Shenson, Inc.
HLS
20121 Ventura Boulevard
Woodland Hills, CA 91364
Phone (213) 703-1415

COMMUNITY SELF-DIRECTION

Local newspapers (see Exhibit 11) provide the best reflection of public activities that impinge upon the traditional territorial imperative of the local community college. In the case of College of the Mainland, a simple telephone call verifies expanded avocational continuing education and community activities, by communities interested in self-direction.

2-A The Galveston Daily News Friday Morning, August 14, 1981

Santa Fe takes step toward senior center

By JERRY URBAN
News Staff Writer

SANTA FE — Santa Fe City Council passed a motion Thursda, that may lead to the development of a senior citizen center.

Council also passed the city's $722,398 budget.

The motion concerning the senior citizens center enables City Attorney Ellis Ortego to prepare documents for a "long-term" lease of city property to the Santa Fe Senior Citizens Council.

Although complete specifications on the land are not available yet, a 300-foot stretch of city property east of Jackson Street and across from the city's post office is desired.

Thelma Webber, president of the senior citizen's council, and former Santa Fe Mayor Jim Wood said land for the future construction of a center was needed because of problems between the senior citizens council and the the Galveston County Senior Citizens Program.

The Santa Fe group has been meeting in a building at Runge Park, with the county serving in a supervisory capacity.

"This group (Santa Fe Senior Citizens Council) has been rudely treated (by county representatives) and pushed out of the program," said Wood.

The 1981-82 fiscal year budget was summarily adopted at the regularly scheduled council meeting.

The $722,398 budget, with an estimated $117,398 surplus, includes a tax rate decrease from 57.5 cents per $100 on a 100 percent valuation to 54.5 cents.

Santa Fe City Manager Will Lambert said the budget includes 36 percent slated for streets, 33 percent for police and 21 percent for administration expenditures.

The council also approved a new disaster plan and adopted a new peddler's ordinance that will prohibit certain vendors from operating within city limits without a permit.

EXHIBIT 11
COMMUNITY SELF DIRECTION

FOUR YEAR INSTITUTIONS

In terms of public intervention (see Exhibit 12) into the conduct of the community college affairs, virtually every major four year and upper level educational institution is tightening and enforcing admission and student performance standards. This couses a response by the community college if it is to maintain its credibility.

Wednesday, July 29, 1981 Houston Chronicle Section 1, Page 3

A&M tightening up admission standards

BY KATHLEEN KIMBALL-BAKER
Chronicle Staff

COLLEGE STATION — Students hoping to enter Texas A&M University in the fall of 1982 will have to meet stricter admission standards designed to shrink the pace of growth at the college.

Regents of the Texas A&M University System Tuesday formally adopted a new slate of requirements which raise both the minimum Scholastic Aptitude Test scores for incoming freshmen and grade point averages for transfer students.

A&M officials say the school has been one of the fastest-growing universities in the nation during the past decade, more than doubling its enrollment during that time. The student body is expected to number more than 35,000 this fall.

Acting A&M President Charles Samson said officials would like to see the enrollment peak at approximately 40,000.

Students with scholarships will be exempt from the new admission standards.

Otherwise, only requirements for high school students in the upper quarter of their classes remain unchanged under the new admission plan. They must score an 800 on their SAT.

Students in the second quarter, once requireed to have a SAT of 800, must now have a minimum score of 950. The minimum score for students in the third quarter was raised from 900 to 1,100. Students ranking in the fourth quarter must make 1,200 on the SAT.

Transfer students with fewer than 30 semester hours must meet the same SAT requirements as incoming freshmen and, in addition, must have a grade point average of 3.0, based on a 4.0 scale.

Regents also agreed to allow high-demand colleges, such as engineering schools, to set their own standards for entry into junior-level classes.

Non-resident students — both from other states and foreign countries — must be in the first quarter of their classes and have a minimum score of 1,000 on their SATs to be accepted.

Samson said approximately 6,000 students are expected to enroll this fall. Had the new admission standards taken effect this year, he said, about 1,000 fewer would have qualified.

Officials at the other universities in the system, however, say they will work to boost enrollment at their schools through several programs.

The other institutions in the system are Prairie View A&M University, Tarleton State University and Texas A&M University at Galveston.

More emphasis will be placed on recruitment of new students, such as through presentations at high schools. Also, officials will be seeking more

(See A&M, Page 8)

A&M admission plan designed to curb growth rate

(From Page 1)

EXHIBIT 12

PUBLIC INSTITUTIONS AND THE COMMUNITY COLLEGE

ENVIRONMENTAL IMPACT ASSESSMENT

The following Impact Assessment identifies the planning issues as a function of the environmental conditions prevailing upon the community college. To the extent that priorities (suggesting a factor of timing) are desirable in addressing the environmental trends -- the issue of resource allocations is introduced. Thus the three conditions of choice, timing and resource allocations are present. As asserted, when these three conditions are present the institutional posture (with respect to its purpose, or existence, within the environment) warrants the employment of Strategic Planning. It is concluded that Strategic Planning insures the existence of the community college as an institutional model that is thoroughly modern in its outlook and practices (an "Island of Innovation" -- if you recall community college history). It seems that this concept is an important dimension of "institutional body language" for a society where change is the constant. This philosophy is also consistent with the maintenance of traditional values.

In the opinion of this writer, the community college stands at the threshold of a new era in the history of education. What the community college becomes may very well depend upon its planning practices. To the extent that a community college is a microcosm of the community, we are talking about the future of our communities.

COMMUNITY COLLEGE ENVIRONMENTAL STATEMENT
----- IMPACT ASSESSMENT -----

ENVIRONMENTAL CONDITION	IMPACT TO COMMUNITY COLLEGE OPERATION	THE CARNEGIE COUNCIL PLANNING ISSUES
1. diminishing public confidence in education, also alternatives to the traditional education system.	1. A) difficult to obtain public support	1. A) quality
	B) must cope on a competitive basis	B) financial resources
2. changes in traditional demographic characteristics	2. A) educational programming in terms of career maintenance (or redirection), as contrasted to career preparation	2. A) quality and balance
	B) ethnic, sex and handicapped considerations may require decisions on program conduct	B) quality, balance, integrity, adaptation and financial resources
	C) scheduling and teaching requirements may be altered	C) quality, integrity, adaptation, dynamism and financial resources
	D) philosophical relationships between credit and non-credit programs may be altered	D) quality, balance, integrity, adaptation, dynamism, and financial resources
	E) facilities utilization becomes an issue	E) adaptation, balance, dynamism and financial resources
3. cultural paradigm shift from an industrial based society to an information based society (post-industrial society)	3. traditional curriculum concepts become outdated	3. quality, integrity, adaptation, dynamism and financial resources

COMMUNITY COLLEGE ENVIRONMENTAL STATEMENT (cont.)
----- IMPACT ASSESSMENT -----

ENVIRONMENTAL CONDITION	IMPACT TO COMMUNITY COLLEGE OPERATION	THE CARNEGIT COUNCIL PLANNING ISSUES
4. introduction of the micro-computer into all facets of society	4. A) new level of computer literacy and computer interest will impact the curriculum and structure of the community college	4. A) quality, integrity, adaptation and dynamism
	B) traditional work patterns and occupations will be altered	B) adaptation and financial resources
	C) faculty and staff development will become an issue	C) quality, integrity, and dynamism
5. enroachment of the profit sector upon the continuing education domain of the community college	5. A) the community college will be forced to compete with a wider variety of programs that reflect current technology	5. A) quality, balance, integrity dynamism and financial resources
	B) the community college will face a financial constraint in maintaining the philosophy of "All Things to All People" in a competitive environment	B) quality, balance, integrity, dynamism, adaptation and financial resource
6. enroachment of other public entities upon the traditional services and programs offered through the community college	6. the community college may have to make a choice between competitive control of its traditional services and and programs and cooperative development of the capability for local administration of programs and services (in the latter case local taxes will be focused where the local services are offered)	6. quality, balance, integrity, adaptation, dynamism and financial resources

COMMUNITY COLLEGE ENVIRONMENTAL STATEMENT (cont.)
----- IMPACT ASSESSMENT -----

ENVIRONMENTAL CONDITION	IMPACT TO COMMUNITY COLLEGE OPERATION	THE CARNEGIE COUNCIL PLANNING ISSUES
7. the retrenchment of growth and admissions policies by state universities	7. A) likely to increase the demand for university quality courses and variety at the community college level B) enrollment patterns may be altered	7. A) quality, balance, integrity adaptation, dynamism and financial resources

V. General Conclusions and the Projections Committee Plan

Review of This Study

The purpose of this study was --

1. To identify the principles of Strategic Planning that are relevant to a community college environment.

2. To illustrate the implementation of Strategic Planning in the Accreditation Self-Study at College of the Mainland.

3. To identify the presence of conditions conductive to the employment of Strategic Planning in a community college environment.

4. To suggest an organizational configuration that will facilitate the implementation of Strategic Planning in the community college.

A systematic study of Strategic Planning practices indicates that an identifiable planning and research function is justified at College of the Mainland. This same study recognizes that there are environmental developments that warrant the employment of Strategic Planning processes.

The Projections Committee on Accreditation at College of the Mainland will complete its task according to the following plan --

OBJECTIVES OF THE PROJECTIONS COMMITTEE

It is the objective of the Projections Committee to:

1. Identify the major environmental factors to which the college must be responsive.

2. Project the demographic characteristics of the College of the Mainland student body through the year 2000.

3. Identify and analyze the major issues that will affect the scheduling and delivery of educational programs to the College of the Mainland constituency.

4. Analyze and evaluate the reports of all Accreditation Standards Committees. The Projections Committee will then prepare its final report with prioritized recommendations for issues resolution on a planned basis.

5. Develop scenarios depicting the interaction of the college with its external environment.

6. Complete final analysis and report.

7. Recommend an on-going Long Range Planning System for the College of the Mainland.

The achievement of the objectives of the Projections Committee will be accomplished in PART II of the Projections Committee report.

THE PROJECTIONS COMMITTEE PLAN

Figures 1 and 2 reflect the process through which the Projections Committee will complete its task and final report. The basic model of the final report of the Projections Committee is ALTERNATIVE FUTURES FOR ENVIRONMENTAL POLICY PLANNING: 1975-2000. It is a long range policy analysis prepared for the Environmental Protection Agency of Washington, D. C., in October of 1975.

Recognizing that the driving factor for the community college is enrollment, the key issues that the Part II report will address have been identified as "THE PLANNING ISSUES" (See page 7 of this report.) A systematic analysis and evaluation of the reports of all Accreditation Standards Committees will be undertaken. Included in the Part II Report will be an identification of the process through which institutional long range planning can be upgraded and become a continuing part of the cycle of operations at College of the Mainland. In essence, the role and function of Institutional Planning and Research (suggested in Part I of this report) will be delineated and described by the Projections Committee as a part of the issues resolution section of Part II of its final report.

The recognition of the environmental phenomena cited in this report is a strategic decision to be initiated by the President of the community college.

As a final statement, in terms of the accreditation review at College of the Mainland, all Standards Committee's reports will be evaluated in terms of (1) consistency with the population and enrollment projections prepared by the Projections Committee, (2) clearly articulated assumptions, (3) specified time frames, (4) plausibility, and (5) justification.

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